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BOOK IV.

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In the olden days of Art,
Builders wrought with greatest care
Each minute and unseen part:
For the Gods see everywhere.

Let us do our work as well,
Both the unseen and the seen,
Make the house, where Gods may dwell,
Beautiful, entire, and clean.

Henry W. Longfellow

W. J. Gage & Co.'s Educational Series.

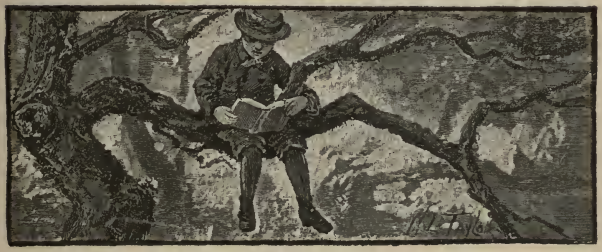
CANADIAN READERS.

BOOK IV.

BASED ON THE SERIES PREPARED BY

J. M. D. MEIKLEJOHN, M.A.,
PROFESSOR OF EDUCATION IN THE UNIVERSITY OF ST. ANDREWS.

AND EDITED BY CANADIAN EDUCATIONISTS FOR USE IN THE SCHOOLS OF CANADA.



W. J. GAGE AND COMPANY.
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Induced by the flattering reception which Gage's Canadian Readers have already met with in several Provinces of the Dominion, as well as in Newfoundland and the East and West Indies, the publishers have resolved, at a greatly increased expenditure of money and trouble, to make them still more worthy of the public favor.

With this object in view they have increased the size of the Second and Fourth Readers, and have inserted a number of lessons specially selected from eminent Canadian literateurs on Canadian subjects. They have also, at an additional cost of about $5000 inserted a number of superb illustrations by some of the best artists and engravers in Canada and the United States, the work being done in the best style of the best illustrated magazines of the day. With these improvements the publishers can now fairly claim that in point of artistic and literary excellence these Readers are the finest series ever produced in the English language.

In order to make them as perfect as possible, some rearrangement of contents was necessary, but this has not been carried so far as to prevent the new edition from being used in schools and classes along with the first edition. Under the circumstances the publishers trust that teachers will cheerfully put up with the slight and temporary inconvenience rendered necessary by the improvement of the books.

PREFACE.

THE great object kept in view in the preparation of BOOK IV. has been to supply a series of Literary Selections which will be interesting and instructive, and will at the same time exhibit to the best advantage the prominent characteristics of the styles of the leading authors of England and America. As so many pupils leave school without reading beyond this book, it is of the utmost importance that teachers should have the opportunity of awakening their interest in the wide field of literature, and of teaching them the proper method of studying an author's style, and learning the true meaning of his most beautiful passages. In this respect this book will be found superior to any yet issued as a basis for preliminary examinations in literature.

Where it has been thought necessary, full notes explaining difficult words, or peculiar phrases, have been inserted at the close of the lessons.

Lessons on TEMPERANCE have also been introduced. The editor feels that intemperance is the greatest and most widespread vice—the greatest and most permanent and perpetual source of crime and waste; and he thinks that, if it is ever to be successfully coped with, it must be in the school, and among the young.

The lessons on HYGIENE will, in connection with those in BOOKS III. and V., supply a want long and widely felt. Without adding to the number of the pupil's studies or the cost of his text-books, he is by the aid of these lessons taught the lead-

ing rules for preserving his health, and is directed as to the best means for saving life and avoiding unnecessary pain in case of accidents.

CANADA receives special prominence in this book. The leading Canadian authors have been laid under tribute, and the pupils will become familiar with their names and their styles. Most of the selections made from their writings refer to Canada or to some phase of its social life.

CANADIAN HISTORY has been briefly sketched, and it is confidently hoped that the sketch will, in the hands of teachers who are thoroughly acquainted with the subject, become the means of creating more general interest in matters so important to the youth of Canada.

The APPENDICES will be found most useful to both teacher and pupil. Brief sketches of the leading authors from whom selections have been made, are given in the first; the second contains the chief elements that form our language; the third completes the work begun in BOOK III., by giving an additional list of the words commonly mispronounced; and the fourth contains a brief but comprehensive statement of the principles of elocution.

Our thanks are due to the illustrious American poets, Henry W. Longfellow and John Greenleaf Whittier, for kindly forwarding us autograph selections; also to Messrs. Dawson Bros., Montreal; the Methodist Publishing House, Toronto, and others who have kindly permitted us to reprint extracts from their copyright works.

We are also indebted to the following Canadian artists for the skill and promptitude with which they have assisted in the work of illustration: Mr. Sandham, late of Notman & Sandham, Montreal; Mrs. Schreiber, and Messrs. Martin and Cruickshank of Toronto; Mr. F. M. Bell-Smith of Toronto and of Alma college, St. Thomas; Messrs. Notman and Fraser of Toronto; and the Toronto Engraving Co.

CONTENTS.

		PAGE.
Counsel for Young Men and Women....	*Lord Dufferin*	9
A Modern Fairy Story.....		12
The Beaver.....		15
The Loyalists of America	*Rev Dr. Ryerson*....	23
A Tale Without an End	*Rev. S. A. Pears*	27
The Atlantic Cable	*Rev. Dr. Dewart*	32
Impromptu	*Louis H. Frechette* ..	35
A St. Lawrence Rapid	*Charles Sangster*	37
Elephants		39
Dotheboys Hall	*Charles Dickens*	47
The Taking of Roxburgh Castle	*Sir Walter Scott*	53
The Highland Gathering.....	" "	57
The Reindeer.....		61
The Pilgrim Fathers	*Mrs. Hemans*	68
The Sagacious Cadi.—Part I.....	*Household Words* ..	71
A Small Catechism	*T. D'Arcy McGee*....	73
The Sagacious Cadi.—Part II	*Household Words* ..	79
Spiders.....		83
A Tale of War		89
An Adventure	*Bayard Taylor*.....	90
A Hero.....	*Thomas Carlyle*	92
Love's Withered Wreath	*Daniel Wilson, LL.D.*	94
The Tiger		99
Canadian Boat Song	*Thomas Moore*	105
The Fox		106
The Dogs of St. Bernard	*Library of Entertaining Knowledge*	111
Dare to Do Right.....	*Thomas Hughes*.....	115
Snow	*James Russell Lowell*..	122
How to Retain Health—Part I.	*Dr. McLaughlin*	124
Abou Ben Adhem.....	*Leigh Hunt*.....	132
How to Retain Health—Part II.....	*Dr. McLaughlin*	133
Psalms		139
True Heroism.....		141
Youssouf.....	*James Russell Lowell.*	145
Burning the Fallow.....	*Mrs. Moodie*	149
To the Princess Alice.....	*Alfred Tennyson*	153

Temperance		154
The Sea-gull	*Hour*	158
Death of the Duke of Wellington	*Benjamin Disraeli*	161
Charge of the Light Brigade	*Tennyson*	165
Our Dominion	*Rev. Dr. Grant*	168
Murder Relenting	*William Shakespeare*	174
Higher Education for Women	*Dr. Wilson*	181
Contemplation	*Milton*	185
The Creation of the Earth	*Dr. Dawson*	190
An April Day	*Chaucer*	196
The Future of Canada	*Rev. Joseph Cook*	198
Hamlet's Soliloquy	*Shakespeare*	202
Advice to Young Men	*Hugh Miller*	204
Good News from Ghent	*Robert Browning*	211
Niagara Falls	*Archbishop Lynch*	215
A Psalm of Life	*H. W. Longfellow*	223
The Ladder of St. Augustine	*Longfellow, Tennyson, and Holland*	225
Kindness to the Poor	*Rev. Dr. Punshon*	226
Evening in Paradise	*John Milton*	229
In Westminster Abbey	*Joseph Addison*	232
The Eve of Quatre Bras	*Lord Byron*	236
The Sermon on the Mount	*New Testament*	240
Canadian Loyalty	*Rev. Dr. Ryerson*	244
Aphorisms from Shakespeare		248
Enjoyment of Nature	*William Cowper*	252
The Cause of Temperance	*John B. Gough*	254
Fleeting Glory and Lowly Worth	*Thomas Gray*	256
Sketch of the History of Canada		257
Burial of Sir John Moore	*Rev. Charles Wolfe*	274
Manitoba		276
The Red River Voyageur	*John G. Whittier*	280
North-Western Canada	*Lora Lorne*	282
Lines on a Skeleton	*Anonymous*	287
Lord Selkirk	*Rev. Professor Bryce*	289
The Soldier s Dream	*Thomas Campbell*	293
The Greatness of England	*William E. Gladstone*	295
The Silent Searchers	*Henry Ripley Dorr*	297

APPENDICES:

A. Biographical Notices	299
B. Etymology	305
C. Principles of Elocution	313
D. Words Commonly Mispronounced	317

CANADIAN READERS.

BOOK IV.

COUNSEL FOR THE YOUNG MEN AND WOMEN OF CANADA.

Imped'iment, a hindrance.
An'nals, records.
Chiv'alry, gallantry.
Au'spices, influences.

[The following selections are made from addresses delivered by Lord Dufferin while Governor-General of Canada.]

1. Remember that the generation which has preceded you has succeeded in bringing to a successful issue one of the most difficult beneficial achievements which statesmen have ever undertaken. The generation which now lives and superintends the affairs of this great country has been able, in spite of no ordinary difficulties and impediments, to weld into an united Dominion, the whole of those magnificent provinces of Canadian America which are contained between the Atlantic and the Pacific. 2. It is to the guardianship and improvement of this inheritance that in due time those I now address will be called,—and a heavy responsibility lies upon you to use to the best advantage the glorious birthright to which you will fall heirs. Happily you live in a land whose inhabitants are as free as the air they breathe, and

there is not a single prize which the ambition of man can desire, to which you may not aspire. There is not one of you here who may not rise to the highest offices of the state, who may not render your names illustrious for all time to come, who may not engrave for yourselves on the annals of your country an imperishable record.

3. Perhaps in no country in the world, under no possible conditions which can be imagined, do a body of young men, such as those I see around me, start in life under more favorable auspices, or enter upon their several careers with a more assured certainty that, by industry, by the due cultivation of their intelligence, by sobriety of manners and of conduct, they may attain the greatest prizes of life. 4. I would remind you that you are citizens of a country, in which all the most cherished prizes of ambition are open to all—that, however humble the origin of any of you may have been, there is no position in the service of the country to which you may not hope to attain, and such a position is one of the most honorable objects of ambition which a young man could put before him as his aim in life. 5. And I would further remind you that you may hope to attain to, not only the prizes which exist in this country in the several professions you may adopt, or in the public services of the Dominion, but that there are other prizes of an Imperial nature within your reach—for the Queen of England does not stop to inquire whether a deserving citizen is an Australian, or a Canadian, or a Scotchman, or an

Irishman, or an Englishman, it is enough that he should have rendered the State good service, and this is his title to her favor and reward.

. . . . . .

6. In speaking of a certain lady, an English writer, famous in his time, concluded a brilliant passage in her honor by observing that "to know her was itself a liberal education." I would venture to recommend you to lay this observation to heart, and to remember that the character and conduct of the women of a country do more, perhaps, than anything else to elevate the tone of feeling amongst its inhabitants, to inspire them with high thoughts and noble endeavors, and with that spirit of chivalry which raises our nature far above its ordinary level. 7. When, however, these sentiments are still further illuminated by a spirit of devotion, and directed by the counsels of religion, we may have just cause to hope that the career of such a nation will receive the blessing of God, and will prove a benefit to the world at large.

EXERCISES.—1. Learn to spell and give the meaning of:

Achievement	Guardianship	Auspices	Imperishable
Impediment	Inheritance	Chivalry	Imagined
Citizens	Ambition	Professions	Endeavor

2. Write a composition describing some of the advantages of a residence in Canada.

3. Analyze the last sentence.

A MODERN FAIRY STORY.

Con-ven'-ienc-es, things to make life easy.
Cen'-tu-ry, a hundred years.
Cut'-ler-y, things to cut with, such as knives and scissors.
Min'-e-rals, substances found in the earth.
Lo-co-mo'-tive, moving from place to place.
Cor-re-spond'-ence, letters.
Can-als', water-roads, made, not natural.
Tel'-e-graph, a message sent from a distance by electricity.
Ed'-i-tor, a person who prepares writing for the printer.
Photog'raphy, the art of making pictures by means of light.
A'-gen-cy, action.
Mir'-a-cle, a wonder.
Viv'-id-ly, livingly.
Re-nowned', famous.
Prov'-i-dence, care.
Civ'-il-ised, educated, not barbarous.

1. I live in a house that has conveniences and comforts which even a king could not command some centuries ago. There are ships crossing the seas in every direction, some driven by steam, and some by the wind, to bring what is useful to me from all parts of the earth. 2. In China and in India, men are gathering the tea-leaf for me; in the Southern States of America and in India, they are planting cotton for me; in the West India Islands and in Brazil, they are preparing my sugar and my coffee; in Italy and in France, they are feeding silk-worms for me; at home, they are shearing sheep to make me clothing; powerful steam-engines

are spinning and weaving, and making cutlery for me; and pumping the mines, that minerals useful to me may be brought safely from the dark regions underground.

3. My fortune is small, yet I have locomotive engines running, day and night, on all the railroads, to carry my correspondence. I have canals to bring the coal for my winter fire, and gas which gives a better light than dozens of candles. 4. Then I have telegraphic lines which tell me the same day what has happened thousands of miles off, which in a minute flash a message for me to the bedside of a sick relative hundreds of miles distant; and I have editors and printers who daily send me an account of what is going on throughout the world, amongst all these people who serve me. By photography I can get in a few seconds a perfect likeness of myself or my friend, drawn without human touch, by the simple agency of light.

5. And then, in a corner of my house, I have *books!*—the miracle of all my possessions, more wonderful than the wishing-cap of the Arabian tales; for they carry me instantly not only to all places, but to all times. By my books I can bring vividly before me all the great and good men of old; and for my own private satisfaction, I can make them act over again the most renowned of all their deeds. 6. In a word, from the equator to the pole, and from the Creation until now, by my books I can be wherever I please.

This picture is not overdrawn, and might be much extended; so great is the miracle of God's

goodness and providence, that each individual of the civilised millions that cover the earth may have nearly the same enjoyments as if he were the single lord of all!

QUESTIONS.—1. In what respect are we better off than even a king was hundreds of years ago? 2. How do ships sail? 3. Where do we get tea from? 4. Where is cotton grown? 5. Where is Brazil, and what comes to us from there? 6. What is reared in Italy? 7. What is cutlery? 8. Name some minerals. 9. How are locomotive engines driven? 10. What is gas made from? 11. Who is the chief printer in a photographer's studio? 12. What is the equator? 13. What are the poles?

DICTATION.—Learn to spell and write out section 5.

EXERCISES.—1. Learn to spell the following words:

Con-ven'-ience	Cloth'-ing	Tel-e-graph'-ic	Pos-ses'-sion
Cen'-tu-ries	Cut'-ler-y	Through-out'	Re-nowned'
Braz-il'	Lo-co-mo'-tive	Phot-og'-raph-y	E-qua'-tor
Shear'-ing	Cor-re-spond'-ence	A'-gen-cy	Civ'-il-ised

2. Parse every word in the following sentence: Thought and patience and work can perform greater miracles than any we read of in the most wonderful fairy tale.

3. Add suffixes to the following words: *House; comfort; king; command; steam; wind; useful; home; fortune; world; serve; perfect; human; simple; wonder.*

4. Make nouns out of the following verbs and adjectives: *Live; command; useful; planting; preparing; shear; spin; sick; serve; draw; simple; act; please; extended; cover.*

5. Give the principal parts of the following verbs: *Drive; bring; spin; make; run; tell; go.*

6. Give the meaning of the following phrases: (1) Even a king could not command these comforts. (2) To carry my correspondence. (3) Telegraphic lines. (4) The simple agency of light. (5) The miracle of all my possessions. (6) From the equator to the pole. (7) This picture is not overdrawn.

7. Write down a list of some of the things we get from abroad, and say what country produces them.

THE BEAVER.

Am-phib'-i-ous, living both on land and in the water.
Crev'-i-ces, small holes or openings.
Sluic'-es, flood-gates; openings for the water to flow away by.
Ex'-ca-vate, dig out.
War'-y, careful, always on the look-out.
In'-stinct, the power to do things without thinking.
Sa-gac'-i-ty, intelligence, good sense.
Pad'-dle, a broad flat oar.
Lo-cat'-ed, settled.

A-dapt'-ed, fitted.
En-dur'-ing, lasting.
Se-lec'-tion, picking out.
Re-paired', mended.
Ex-cess', the too-much.

1. Canadian boys and girls ought to be especially interested in the beaver. As the lion represents England and the eagle the United States, so is the beaver the emblem of Canada. Every one knows how valuable is the fur of the beaver, and almost every one has heard how clever an animal it is. Indeed, the

beaver has always been considered as one of the cleverest of all animals, and to some extent this is true. 2. Beavers are not, however, really more clever than dogs or elephants; but they generally live together in societies or villages, all working together for the common good, and so they can accomplish things that dogs and elephants are quite unable to do. They are amphibious animals, living both upon the land and in the water; and, when they are going to establish a village, they always seek a place which is adapted to their peculiar mode of life. 3. Usually they choose some running stream, with thickly wooded banks, and their first care is to construct a dam across the river for the purpose of collecting a constant supply of water. This is quite necessary to their existence; for they would perish if the stream were to run dry in the summer time, and in the winter they must have a sufficient depth of water to allow them to swim freely under the ice. It is necessary, therefore, that their pond should be six or eight feet deep, for the ice which forms their ceiling is often very thick. 4. The dam which the beavers construct is always a work of great labour, and of very solid and enduring workmanship. All the beavers in the society—except a few males called 'idlers'—join in working at it, and they shew great judgment and sagacity in their selection of the best spot for building it. The materials of which the dam is built are wood, stones, and earth. They choose a tree close to the river side, and apply themselves with diligence to

cut it through with their sharp, chisel-shaped front teeth. 5. When it falls, they gnaw it through into pieces about three feet in length, and then place the logs at the bottom of the river, piling earth and stones upon them so as to keep them in their place. They do not drive the stakes into the bottom of the river, but simply lay them down flat, sometimes thrusting smaller branches between the larger ones. 6. They seldom cut down trees that are more than six or eight inches across, and even this appears to be a work of extraordinary labour, if we remember that the only cutting-instruments possessed by these industrious and patient animals consist of their front teeth. The crevices between the logs are filled up with earth. In gathering and placing it the beavers use their fore paws; the idea that they use their tails as a mason uses his trowel has been proved by recent observations to be incorrect.

7. In large villages containing two or three hundred beavers, the dams are of great size, and resemble regular engineering works, such as human beings would construct. Sometimes they are two or three hundred feet in length, and ten or twelve feet thick at the bottom, whilst they get gradually thinner towards the top, where the breadth may be only two or three feet. When the dam is some years old and has been frequently repaired, it becomes a solid bank, which can resist both the heaviest floods and also the great masses of ice which the rivers bring down in spring. 8. It is also quite common for the logs of the willow,

poplar, and birch, of which it is partly formed, to take root and grow up into trees, so that the dam looks like a carefully planted hedge. The ponds formed by the beavers in this way sometimes cover five or six hundred acres. They generally spread over grounds abounding with trees and bushes of the softest wood, such as maple, birch, poplar, and willow; and, in order to preserve the dams against sudden flooding, the beavers leave sluices near the middle, by which the excess of water may flow away. 10. Close to the dam the beavers build their houses, or 'lodges' as they are usually called. Each lodge is intended to hold five or six beavers, and their shape is somewhat like that of flattened cones. They are built of branches of trees twisted together, and strengthened with moss and mud, the walls being five or six feet thick, and so strong that no beast of prey can break in. The roof is finished outside with a thick layer of mud, which the beavers smooth off beautifully as they do their dams. 11. Every lodge has two doors, or means of entrance. One of these is on the land side, and opens into a deep ditch which the beavers excavate round the lodges on that side. The other opens below the water into the great pond formed by the dam. The beavers can thus get in and out of their lodges on either side without being seen, a matter of great importance to them, as they are very shy, and work only in the dark.

12. The beavers spend all the long and dreary winter, protected from the cold, within their lodges. During the summer they collect a quantity of

small logs and branches, and fasten them under the water, close to their lodges. In the winter-time, therefore, they have a supply of food close to their hands. They have only to dive into the water and fish up a log or branch, whenever they are hungry, and then they make a capital meal off the bark.

13. Beavers are extremely wary and cautious animals, and it is hardly possible to take them by surprise. Whenever any one approaches their village, the beaver who first perceives the stranger, at once strikes the water with his tail, to give notice of the approaching danger; and all those who may be swimming about or sitting on the land instantly plunge beneath the water, and take shelter in their habitations.

14. It is only when living in society that the beaver shews such wonderful instincts as those we have spoken of. In countries where it is much disturbed by man, the beaver leads a solitary life, and does not then exhibit a sagacity superior to that of many other wild animals. 15. Even in North America, where the beavers generally live in villages, there are always a few that live by themselves. These build no dams nor houses for themselves, but simply dig long burrows in the banks of streams, in which they live. The hunters call them 'idlers,' and find them much easier to catch than their social brethren.

16. The beaver has a beautiful thick and soft fur, which is greatly valued and sought after. It also yields a scented substance, which is used in perfumery. The hunters catch them by means of

traps; and so many have now been killed for the sake of their fur, that the beaver is getting much scarcer than it used to be.

17. The beaver belongs to the rodents, a large tribe of animals, which includes hares, rabbits, squirrels, mice, rats, porcupines, guinea-pigs, and others. The name 'rodent' is from the Latin word *rodo*, I gnaw; because all these animals have sharp, chisel-edged front teeth, with which they gnaw wood, bark, roots, and all sorts of hard substances. 18. The beaver is rather more than three feet in length, and has a flat oval tail, shaped like the paddle of a canoe, and covered with scales. The hind-feet are webbed, like the feet of a duck, and by means of these and the flattened tail the beaver swims and dives beautifully.

18. Although the beaver is best known as an inhabitant of Canada and the United States, it used once to live in Britain, and has of late years been reintroduced into that country. At Mount Stewart, in the island of Bute, these interesting creatures have been located and have been found to thrive well. There they carry on operations similar to those which we have described; and it is quite possible that beavers may by-and-by again exist in some parts of Great Britain in a semi-wild state. It is still found living in Europe on the banks of the Rhone, the Danube, and some other rivers. The great enemy of the beaver is the wolverine, or glutton—an animal so greedy that it has been known to devour thirteen pounds of beef in one day.

SUMMARY AND NOTES.

1. The beaver is one of the 'gnawing' or 'rodent' animals (from the Latin word *rodo*, I gnaw). It belongs to the same tribe as rats, mice, squirrels, hares, rabbits, and many other similar animals. It has two sharp and long front teeth, both in the upper jaw, which have chisel-shaped edges, and which it can use in gnawing roots, the bark of trees, and other hard vegetable substances. 2. The beaver is about three feet in length, with a short round head, and a beautiful thick and soft chestnut fur. The toes of its feet are webbed or joined together by the skin, so that it can swim and dive easily. 3. Its tail is flattened out into a broad plate, covered with horny scales, and the animal uses it both in swimming and also in plastering mud over its house. The beaver is found both in Europe and in Northern America. 4. It lives generally in societies; and it builds a strong house out of small logs which it cuts with its sharp front teeth. The beaver is greatly valued for its fur, which is used in the manufacture of muffs and various other articles of dress.

QUESTIONS.—1. For what are beavers principally known? 2. In what way is their mode of living different from that of dogs or horses, or any ordinary wild animals? 3. What kind of place do they generally choose for their villages? 4. What is the first thing they do when they have chosen a place for a village? 5. How do they make a dam across a river? 6. By what means do they cut down trees? 7. How do they use their tails in building? 8. How thick is a large beaver dam at the bottom? 9. How do the beavers prevent their ponds from being flooded? 10. What are the 'lodges' of the beavers, and what is their shape? 11. How does the beaver get in and out of his house? 12. Upon what do beavers feed in winter? 13. How do beavers warn each other of a coming danger? 14. How do solitary beavers live? 15. What do men obtain from the beaver? 16. To what tribe of animals does the beaver belong? 17. What other animals are included in the same tribe? 18. What kind of front teeth have the animals of this tribe? 19. What is the length of the beaver? 20. What is the beaver's tail like? 21. How does the beaver swim? 22. Where are

beavers principally found? 23. Where used the beaver to live once?

DICTATION.—Learn to write out section 2.

EXERCISES.—1. Learn to spell the following words:

Val'-u-a-ble	Nec'-es-sa-ry	Piec'-es	Per-ceive'
Gen'-er-al-ly	Suf-fi'-cient	Trow'-el	Sa-gac'-i-ty
So-ci'-e-ties	Ma-te'-ri-als	Us'-u-al-ly	Per-fum'-er-y.

2. Parse all the words in the following sentence: Every person knows how valuable is the fur of the beaver. (*How* is an adverb modifying *valuable.* It also connects the two sentences 'every one knows' and 'the fur is valuable.' It is therefore a conjunctive adverb, or adverbial conjunction.)

3. Give the principal parts of the following verbs: *Dwell; know; do; go; seek; choose; build; work; shew; fall.*

4. Turn the following adjectives and verbs into nouns: *Clever; valuable; work; thick; establish; deep; sufficient; diligent; appear; possess; resemble; preserve; strong; long; break.*

5. Explain the following phrases: (1) All work together for the common good. (2) They seek a place adapted to their peculiar mode of life. (3) They shew great sagacity in the selection of the best spot. (4) The dam is frequently repaired. (5) It is hardly possible to take them by surprise. (6) The beaver belongs to the rodents.

6. Write a short composition on 'The Beaver,' from the following heads: (1) Beavers live in societies. (2) Their dams. (3) Their lodges. (4) What they live on. (5) How they give warning. (6) Their fur.

THE LOYALISTS OF AMERICA.

Declara'tion, an assertion.
Ex'iled, sent away.
Inaug'urate, to begin.
Imputa'tion, a charge, a reproach.
Misrepresent', to put in a wrong light.
Reb'el, one who fights against authority.

1. The Americans inaugurated their Declaration of Independence by enacting that all adherents to connection with the mother country were rebels and traitors; they followed the recognition of Independence by England by exiling such adherents from their territories. But while this wretched policy depleted the United States of some of their best blood, it laid the foundation of the settlement and institutions of the then almost unknown and wilderness provinces which have since become the wide-spread, free, and prosperous Dominion of Canada.

2. Until very recently, the early history of the loyalists of America has never been written, except to blacken their characters and misrepresent their actions; they were represented as a set of idle office-seekers—an imputation which has been amply refuted by their braving the forests of northern countries, and converting them into fruitful fields, developing trade and commerce, and establishing civil, religious, and educational institutions that are an honour to America itself. Yet when exiled from their native land, they were bereft of the materials of their true history * * * *

3. The circumstances under which the loyalists were banished from the States and deprived of their property will largely account for the alienation of feeling which long existed between the

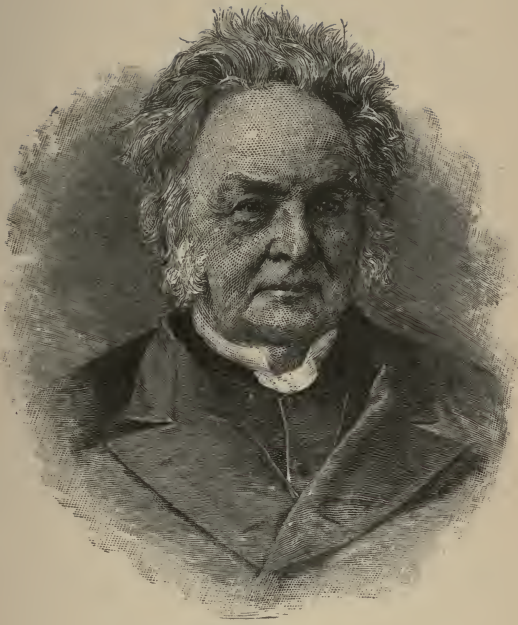
Americans and Canadians, which gave intensity to the war of 1812-15, which exists to some extent at this day, but which is gradually subsiding, and is being generally superseded by feelings of mutual respect and friendship, strengthened by large commercial and social relations, including many intermarriages. * * * *

4. With the close of that war terminates the history of the United Empire loyalists of Canada as a distinct and controlling class of the inhabitants; for their numbers had become so reduced by the ravages of time and war, and other classes of immigrants had become so numerous, between whom and the families of the old loyalists so many intermarriages had taken and were taking place, that the latter became merged in the mass of the population; and therefore my history of them as a distinct class comes to an end. All classes were loyalists, and all had fought as one man in defence of their country during the recent war, although all had not fought for the life of the nation and the unity of the empire from 1776 to 1783, or been driven from their homes to Canada, to become the fathers of the inhabitants and founders of the institutions of our country. *Rev. Dr. Ryerson.*

NOTES.

United Empire Loyalists is the name given to those residents in what is now the United States, who opposed the attempt to make the thirteen British colonies independent of Great Britain. As the term implies, they were loyal to the British sovereign and wanted to keep the British Empire united. When expelled from the United States they lost all their property and were forced to settle in various parts of what is now the Dominion of Canada, where their descendants still live.

Americans and Canadians. Canadians are really Americans, but the term "Americans" is here used in a limited sense to signify the people of the United States. This use of the word is improper, but is increasing on account of the difficulty of forming an adjective from "United States."



E. Ryerson

QUESTIONS.—1. How did the Americans inaugurate their Declaration of Independence? 2. How did they follow the recognition of independence by England? 3. What was the effect of the policy they pursued? 4. Who were the "Loyalists of America?" 5. What prevented their early history from being sooner written? 6. How do you account for the alienation of feeling between Canada and the United States? 7. What is the state of feeling between them now? 8. What event marks the close of the history of the U. E. Loyalists as a class?

EXERCISES.—Explain: (1) This wretched policy depleted the United states of some of their best blood. (2) Braving the forests of northern countries. (3) The materials of their true history. (4) Large commercial and social relations.

DERIVATIONS.—Give the Latin roots from which the following words are derived: *Exacting, territories, independence, educational, native, respect, reduced, relations.*

A TALE WITHOUT AN END.

Cu'bit, an ancient measure equal to the length of the arm from the elbow to the tip of the middle-finger; about a foot and a half.
Caprice', whim, a foolish fancy.
Delib'erate, slow, calm.
Device, plan, scheme.
Ingen'ious, clever.
Mon'arch, a king.
Stipula'tions, conditions, bargain.

1. An eastern monarch made a proclamation, that, if any man would tell him a story that should last for ever, he would make him his heir, and give him the princess, his daughter, in marriage; but, if any one should pretend that he had such a story, and should fail—that is, if the story should come to an end—he was to have his head chopped off.

2. For such a prize as a beautiful princess and a kingdom, many candidates appeared; and dreadfully long stories some of them told. Some lasted a week—some a month—some six months. Poor

fellows! they all spun them out as long as they possibly could, you may be sure; but all in vain; sooner or later they all came to an end; and, one after another, the unlucky story-tellers all had their heads chopped off.

3. At last came a man who said that he had a story which would last for ever, if his majesty would be pleased to give him a trial.

He was warned of his danger; they told him how many others had tried and lost their heads; but he said he was not afraid, and so he was brought before the king. 4. He was a man of a very composed and deliberate manner of speaking; and after stipulating for time for his eating, drinking, and sleeping, he thus began his story:

'O king! there was once a king who was a great tyrant; and, desiring to increase his riches, he seized upon all the corn and grain in his kingdom, and put it into an immense granary, which he built on purpose, as high as a mountain.

5. 'This he did for several years, till the granary was quite full. He then stopped up the doors and windows, and closed it up fast on every side.

'But the bricklayers had, by accident, left a very small hole near the top of the granary; and there came a flight of locusts, and tried to get at the corn. 6. But the hole was so small that only one locust could pass through it at a time. So one locust went in and carried off one grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and

then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn'——

7. He had gone on thus from morning to night (except while he was asleep, or engaged at his meals) for about a month, when the king, though a very patient king, began to be rather tired of the locusts, and interrupted his story with: 'Well, well, we have had enough of the locusts; we will suppose that they have helped themselves to all the corn they wanted; tell us what happened afterwards.' 8. To which the story-teller answered very deliberately: 'If it please your Majesty, it is impossible to tell you what happened afterwards, before I have told you what happened first.' So he went on again: 'And then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn.' 9. The king listened with unconquerable patience six months more, when he again interrupted him with: 'O friend! I am weary of your locusts! How soon do you think they will

have done?' To which the story-teller made answer: 'O king! who can tell? At the time to which my story has come, the locusts have cleared away a small space, it may be a cubit each way round the inside of the hole; and the air is still dark with locusts on all sides. But let the king have patience, and no doubt we shall come to the end of them in time.'

10. Thus encouraged, the king listened on for another full year, the story-teller still going on as before: 'And then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn'—till at last the poor king could bear it no longer, and cried out: 'O man, that is enough! Take my daughter!—take my kingdom!—take anything—everything! only let us hear no more of your abominable locusts!'

11. And so the story-teller was married to the king's daughter, and was declared heir to the throne, and nobody ever expressed a wish to hear the rest of his story, for he said it was impossible to come to the other part of it till he had done with the locusts. The unreasonable caprice of the foolish king was thus over-matched by the ingenious device of the wise man.

Letters from an Officer in India, edited by Rev. S. A. Pears.

QUESTIONS.—1. On what conditions did the king offer to make any one who applied to him his heir, and give him his daughter for a wife? 2. What was to be the result of failure? 3. Did any claimants appear? 4. How long did their stories last?

5. What happened to them? 6. What sort of man was it who said he had a story which would last for ever? 7. Did he make any arrangements before he began? 8. What did the tyrannical king do with all the corn that he seized? 9. How big was the granary? 10. How long did it take to fill it? 11. What did he do when it was full? 12. But where had the bricklayers left a hole? 13. How big was it? 14. What happened then? 15. For how long did he go on repeating the same story? 16. Did he get any rest between while? 17. Why would the man not tell the king what happened when all the corn was taken out? 18. How long did the king listen after the first break in the story? 19. What did he say then to the story-teller? 20. Give the man's reply. 21. How much longer did the king endure the endless repetition? 22. At the end of the year what did he say? 23. Who heard the end of the story?

DICTATION.—Learn to spell and write out section 11.

EXERCISES.—1. Learn to spell the following words:

Mar'-riage	Stip'-u-lat-ing	Pa'-tience	Ca-price'
Can'-di-date	Im-mense'	En-cour'-aged	In-gen'-ious
De-lib'-er-ate	In-ter-rupt'-ed	Un-rea'-son-a-ble	De-vice'

2. Learn to parse every word in the following sentence: A capricious king made a promise which he thought he should never be obliged to fulfil; but a clever story-teller outwitted him and won the prize.

3. Add prefixes to the following words: *Ever; appear; told; pleased; built; engaged; patience; till.*

4. Add suffixes to the following words: *Heir; pretend; fail; end; week; fellow; please; danger; tyrant; patient; tire; interrupt; listen; weary; space.*

5. Write out the conjugation of the following verbs: *Tell; come; spin; drink; begin; bear.*

6. Make nouns out of the following verbs and adjectives: *Listened; unconquerable; interrupted; weary; tell; cleared; dark; encouraged; full; carried; abominable; married.*

7. Explain the following phrases: (1) The king made a proclamation. (2) He would make him his heir. (3) Many candidates appeared. (4) A great tyrant. (5) A flight of locusts. (Others may be given.)

THE ATLANTIC CABLE.

1. Ring out the loud acclaim!
A grander victory claims each iron tongue,
Than ever warrior won on field of fame,
Or poet sung.

2. Birth of an age sublime,
To whose unscaled and Heaven-illumed eye,
New worlds of thought, the starry spheres of time,
Unshrouded lie.

3. Waiting this latter day,
Like undiscovered mines, descried at last,
What giant forces hid in Nature lay
Through ages past!

4. What ancient days saw not,
By Heaven long sealed from mortal eye and ear
Unpierced by poet's deep prophetic thought,
We see and hear.

5. The thrilling tale is told,
Which doth the world's dull listless ear command;
The child at play—the miser o'er his gold—
All wondering stand.

6. A belt of thought has spanned
The deep. While storms above resistless roll,
Across a dim and undiscovered land,
Soul speaks to soul.

7. Frail link, thy path is strange,
Silent and lone by mortal foot untrod;
In darkness hidden from light's deepest range,
Known but to God:

8. O'er mountains sunk from sight,
Whose highest peaks are sunny sea-girt isles,
Through valleys lit with gleam of pearly light,
Where beauty smiles:

9. Where sleep the dead unknown,
In caverns lone, deep-hid from Friendship's eye;
Where no green mound, nor monumental stone,
Tells where they lie.

10. Tidings of victory won,—
Of kingdoms lost and proudest hopes laid low.
Along thy secret path shall swiftly run
To thrill with joy or woe.

11. Thy mystic whisper shall
Kindle the light of gladness in the breast
And cause the tear of agony to fall
From hearts distrest.

12. We fain would know from thee,
What scenes of grandeur and of beauty lie
Hid, in the bosom of the "sounding sea,"
From mortal eye.

13. Our questionings are vain.
Mysterious herald, thou will not forego
Those treasured secrets of the mighty main,
We long to know.

14. With wondering joy we see
The grand achievement patient toil has wrought;
The world beholds with awe the majesty
Of human thought.

15. May Art's great triumph prove
A golden bond, by our great Father given,
To bind two worlds in amity and love,
By time unriven;—

16. A tie of brotherhood—
A vital ligament, through which shall flow
Thoughts, that promote the peace and good
Of all below.

NOTE.

"The Atlantic Cable." The art of sending messages by wire over land had been in use long before it was found possible to send them in a similar manner under water; and even after submarine telegraphy was shown to be practicable through short distances, some time elapsed before any attempt was made to lay a telegraphic cable across the Atlantic Ocean. The discovery of a belt extending from Ireland to Newfoundland throughout which the water is comparatively shallow encouraged the promoters of the enterprise, and on the 5th of August, 1858, the laying of the transatlantic cable was successfully accomplished. Amongst the first messages were one from the Queen of Great Britain to the President of the United States and his reply. The first cable became useless in a month and the next successful attempt at laying one was made in 1865.

DIRECTIONS AND CAUTIONS FOR READING.

The spirit throughout is animated.

VERSE 2.—Line 1: Avoid verse accent by dwelling on *birth*, pause slightly, and combine rapidly *of-an-age*.

VERSE 4.—Read the first three lines lower and rise on the last line; emphasise *we see* and *hear*.

VERSE 6.—Emphasise *belt of thought*, emphasis stronger on *thought*. Read the last line slowly, solemnly, but with force.

VERSE 7.—Read the last line slowly and with deep solemnity.

VERSE 9.—Soften the tone and give it tremor, especially *dead unknown;* emphasise *friendship;* dwell on *tells*, in line 4, and pause to avoid accent on *where*. Lower the pitch and add solemnity to *where they lie*.

VERSES 10 and 11.—More animation and faster time.

VERSE 10.—Emphasise *thrill*. Read *joy* higher and *woe* deeper.

VERSE 11.—Make no pause on *shall*.

VERRE 12.—Read *sounding sea* like a chant; be careful to say *mortal*, not *mortle*.

VERSES 13 and 16.—Increase the warmth of tone to the end.

VERSE 15.—Read *by our great Father given* with fervour and reverence.

VERSE 16.—Emphasise *brotherhood* with swell; emphasise *thoughts*, and sustain or rather increase the animation on the last line.

IMPROMPTU.

1. The forest has spells to enchant me,
   The mountain has power to enthral;
   Yet the grace of a wayside blossom
   Can stir my heart deeper than all.

2. O towering steeps, that are mirrored
   On Saguenay's darkening breast!
   O grim, rocky heights, sternly frowning,
   The thunders have smitten your crest!

3. O sentinels piercing the cloudland,
   Stand forth in stupendous array!
   My brow, by your shadows enshrouded,
   Is humbled before you to-day.

4. But, peaks that are gilded by heaven,
Defiant you stand in your pride!
From glories too distant, above me,
I turn to the friend by my side.

—*Louis H. Frechette.* —*Translated by J. D. Edgar.*

NOTE.—The title "Impromptu" is intended to signify that this is a poem composed off-hand, or without forethought.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1.—Line 1: Pause after *forest;* combine *has-spells* as one word, dwelling longer on *spells*, pausing slightly after it, and then giving the greatest time and emphasis to *enchant.* Line 2: Dwell upon and emphasise *mountain*, pause after it, and combine the remaining four words, reading the first three rapidly, and prolonging the voice on *'thral.*—Line 3: Emphasise *grace* slightly and prolong its quantity; combine the last four words, dwelling upon *wayside blossom*, but emphasising *blossom.* Line 4: Read the first four words with nearly equal time; emphasise *deeper*, dwelling longer on *deep*, slightly pausing after it, and slightly emphasizing *all.*

VERSE 2.—Read this verse with warmth and orotund quality. Line 1: Give longer quantity to each of the first three words, and combine the last three reading *that are* fast, and dwell slightly on *mirrored.* Line 2: Give chief expression and longer quantity to *darkening.* Line 3: Pause longer after *heights*,.and read *sternly frowning* with equal force and longer time. Line 4: Emphasise *thunders;* combine the last four words, giving almost equal time to the last three words.

VERSE 3.—Read the first two lines of this verse in the spirit and with the tone of verse 2, but change to a softer and more effusive tone on the last two lines. Line 1: Emphasise *piercing*, and lengthen its time. Line 2: Read *stand forth* in lofty, commanding tones, and give force to *stupendous.* Line 4: Emphasise *humbled*, dwelling upon *hum;* slightly emphasise *you.*

VERSE 4.—Line 2: Emphasise *defiant,* pausing longer after it than after *stand;* give some force to *you* and to *pride.* Line 3: Give chief force and longest time to *too distant*, and dwell slightly on *above.* Line 4: Emphasise *friend;* read the last three words slowly, dwelling longer on *side.*

A ST. LAWRENCE RAPID.

1. All peacefully gliding,
The waters dividing,
The indolent batteau moved slowly along,
The rowers light-hearted,
From sorrow long parted,
B guiled the dull moments with laughter and song;
"Hurrah for the Rapid! that merrily, merrily
Gambols and leaps on its tortuous way;
Soon we will enter it, cheerily, cheerily,
Pleased with its freshness, and wet with its spray."

2. More swiftly careering,
The wild Rapid nearing,
They dash down the stream like a terrified steed;
The surges delight them,
No terrors affright them,
Their voices keep pace with their quickening speed;
"Hurrah for the Rapid! that merrily, merrily
Shivers its arrows against us in play;
Now we have entered it, cheerily, cheerily,
Our spirits as light as its feathery spray."

3. Fast downward they're dashing,
Each fearless eye flashing,
Though danger awaits them on every side;
Yon rock—see it frowning!
They strike—they are drowning!

But downward they speed with the merciless tide;
No voice cheers the Rapid, that angrily, angrily
Shivers their bark in its maddening play;
Gaily they entered it—heedlessly, recklessly
Mingling their lives with its treacherous spray!

Charles Sangster.

NOTES.

"Batteau" is the local form of *bateau*, the French name for boat.

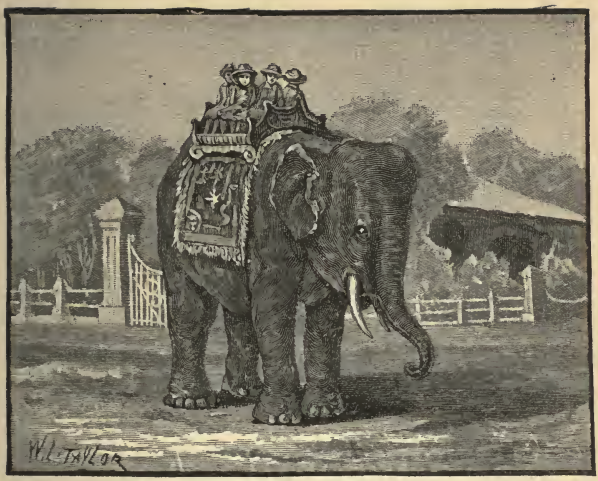
"The Wild Rapid." The scene described in the above poem might be connected with any one of several rapids in the St. Rawrence River between Cornwall and Montreal. The most dangerous of these is the rapid at Lachine, which, however, like the rest, is regularly run by steamers engaged in the St. Lawrence trade. Running the rapids of Canadian rivers is often done in birch-bark canoes, which are so light as to be easily carried past obstructions in going up a stream.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1.—The metre of this poem tends strongly to sing-song. Avoid it by pausing before the accented word or syllable when practical, and lengthening the time of unaccented syllables or words of importance. Apply this rule to *peacefully*, *moved*, *slowly*, *light hearted*, *sorrow*. Read the first division of line 6 slower, and the second faster and livelier. In every rendering of the *Hurrah for the Rapid!* read louder and livelier, sustaining a monotone almost like a chant.

VERSE 2.—Increase the force throughout the stanza, rendering it animated and faster. Read the simile in line 2 fast, but dwell on *steed*, and combine the preceding words. Read the metaphor in line 8 according to its nature—quick and vigorous.

VERSE 3.—The tone sterner. Lines 4 and 5: Read with increased animation and force, with emphasis on *rock*, *strike*, *drowning*. Line 6: Fast, but deeper int one. Line 7: Read slower and lower; add emphasis to the second *angrily*. Line 8: Emphasise *shivers* and *maddening*. Line 9: Emphasis on *gaily*, increased on *entered*. Line 10: Emphasis on *lives*, and slighter on *treacherous*.



ELEPHANTS.

Flex'ible, easily bent. | Procure', get.

1. The elephant is the largest of all living quadrupeds, though it is not so tall as the giraffe. A large elephant may be as much as eight or ten feet high; and, with its huge body and its thick legs, its weight is above three tons. It is not common to find that big animals are very clever; but the elephant is nearly as clever as a dog. 2. In India elephants are kept just as we keep horses, and are made to do all kinds of useful work. People ride upon their backs, generally in little carriages which are tied by ropes on the animal; while the driver

sits upon its neck, and makes it go the right way by speaking to it, or by striking it with a sharp hook.

3. There are three reasons why elephants are able to be of great use to man. In the first place they are so clever that they can be easily taught to do even very difficult kinds of work, such as piling up logs in regular heaps, or laying heavy stones in their places for the masons in building. In the second place they are so strong that one elephant will move weights which it would take many horses or cattle to pull. 4. The third reason is that the elephant has a kind of hand, with which he can do many wonderful things. *Our* hands are really our fore-feet, but the elephant has to use his fore-feet to support the weight of his huge body, and *his* hand is really his nose. If the elephant's nose were like our noses, or like the noses of ordinary animals, he could not, of course, use it for taking hold of anything; but it is very different. 5. His nose is drawn out to such a length that it reaches from his head to the ground when he stands upright, and everybody knows it under the name of the 'trunk.' This trunk is very flexible, and the elephant can move it in every direction. To enable him to do this, it is furnished with fifty thousand muscles. At its end are the openings of the two nostrils, and above these is a little flexible finger, by means of which the elephant can pick up even such a little thing as a pin from the ground. When, however, the animal wants to move some heavy thing, such as a log of wood, he coils his

trunk right round it, and moves it with the greatest ease.

6. It is principally because the elephant is so very handy with his trunk that he is able to be so useful; but the uses of this organ to the animal itself are very much more important. The wild elephant lives upon grass or upon the leafy branches of trees, but he cannot get these with his mouth, as a cow would do, being prevented by the length of his tusks and the shortness of his neck. 7 With his wonderful trunk, however, he gathers up a great bunch of grass or twigs, and then bending it round he puts them into his mouth, and all his food he takes in this way. The elephant, too, cannot drink, as most animals do, by putting his head down into the water. He thrusts the end of his trunk into the water, and, drawing in his breath, he fills it with the fluid; then, curving his trunk, he puts the end of it into his mouth and allows the water to flow down his throat. 8. Not only does the elephant procure food and drink with his trunk, but he would get on very badly in the hot Indian climate without this extraordinary nose of his. When he is too warm, he fills it with water, and then gives himself a shower-bath by squirting it over all parts of his body. When the flies trouble him, he tears off a branch of a tree, and grasping it with his trunk, uses it like a fan to drive away his little enemies. 9. When he bathes, or when he is in the act of swimming across a river, he has only to take care that the end of his trunk is out of the water and he is all right; for he

breathes through his nose, as easily as we do. It would, however, take too long to give an account of all that the elephant can do with his trunk, and all the uses he puts it to.

Wild Elephants.

10. When wild, the elephant lives upon nothing but plants, of which he eats an enormous quantity. Tame elephants generally get some sugar, or bread, or some carrots, along with hay or grass; and they eat so much that it costs a great deal to keep them. For the purpose of chewing his food, the elephant has great grinding teeth in his mouth,

which grind down the plants upon which he lives, just as a pair of mill-stones would do. 11. There is usually only one tooth on each side of the jaw above and below, but these are of immense size, and their tops are flat. Besides his great back teeth, the elephant has two others in the front of his mouth in the upper jaw. These grow to a great length, are curved upwards, and are generally called the tusks. 12. Young elephants have only little tusks, and those of the females are also small; but the tusks of the males may be six or eight feet in length, each as heavy as a man can lift. The elephant uses his tusks in fighting and in protecting himself against his enemies. When left alone, the elephant is generally quiet and harmless, but he is very savage if he is attacked by a tiger or a man, and he can inflict terrible wounds with his tusks. 13. He sometimes seizes his enemy with his trunk, and dashes him upon the ground, or he tramples him to death with his huge feet. It is not very safe, then, to hunt elephants, especially as they can run very fast for a short way, though their bodies are so heavy and they look so clumsy.

14. Elephants, however, are greatly hunted for the sake of their tusks, from which we get *ivory*. So many elephants, indeed, are killed every year for their ivory that they are becoming very scarce in many places. Ivory is an expensive material, and is used for all kinds of ornamental work; and it brings so high a price that the naked savages of Africa sometimes venture their lives against

the elephant, and very often succeed in killing him, even without the help of guns.

15. There are only two kinds of living elephants, one of which is found in Asia and one in Africa; and they are very like each other. Both are great heavy creatures, with huge heads and thick legs, and with leathery, almost hairless skins. They have the same kind of trunk and tusks, the same short tails, and the same curious shuffling way of walking. 16. They are of the same grayish-brown or grayish-black colour, though now and then one meets with a white elephant, which is thought to be of special value. The African elephant, however, is easily known from the Indian elephant by his great flapping ears, and by certain other differences.

17. Elephants live in the great forests and swampy plains or jungles of India, Ceylon, Siam, and Africa, and they are generally found in herds of thirty or forty together. Sometimes herds of several hundreds are met with; and sometimes we find a solitary elephant—commonly called a "rogue" elephant—which, it is thought, has been driven away by his companions because he is ill-natured and savage. They live to a great age, perhaps as much as one hundred and fifty years; and the old males are easily known by the great length and size of their tusks. 18. Now-a-days the African elephants are never tamed, but are simply hunted for their ivory, and they are much fewer in number than they used to be. There was a time, however, when the African elephant was tamed, and was used for

fighting or as a beast of burden. At present it is only in India and some of the neighbouring countries that the elephant is tamed, and there it is rightly thought to be one of the most valuable and useful of all animals.

SUMMARY AND NOTES.

1. Only two living kinds of elephants are known. One of these is called the Indian elephant, and lives in India, Ceylon, Siam, and Burmah. The other is called the African elephant, and is easily known by his great flapping ears. 2. The elephant is a very large animal, with thick legs, a very heavy head, and a short tail. The skin is thick, with very few hairs. The nose is very long and very flexible, and is called the 'trunk.' The nostrils are placed at the end of the trunk, and above them is a kind of fleshy finger, which can be used to pick up any little thing that the elephant wants. 3. The animal uses its trunk as a hand, to take hold of anything that it wishes. It puts its food into its mouth with the trunk, and it also drinks by first filling its trunk with water. 4. The elephant lives upon vegetable food, such as grass or the leafy branches of trees, which it gathers together with its trunk. It has great back teeth, with flat tops, with which it chews its food. It also has in the front part of the upper jaw two teeth which grow out to a great length, and extend far beyond the mouth. These are known as the 'tusks.' 5. In the male elephants, the tusks grow to a great size, sometimes six or eight feet or even more in length, and the animal uses them for fighting. 6. The tusks are made of *ivory*, and a great many elephants are killed every year for the sake of it. Ivory is like bone, but harder and whiter, and is used to make all kinds of things, such as the handles of knives, paper-cutters, billiard-balls, &c. 7. In India the elephant is often tamed, and is largely used as a beast of burden, as it is not only very strong, but also very obedient and very thoughtful.

QUESTIONS.—1. How many kinds of living elephants are there? 2. In what countries do they live? 3. In what country are elephants tamed and used as beasts of burden? 4. What are the reasons which make the elephant so useful to man? 5. What is the elephant's trunk like? 6. To what part of the body does it really correspond? 7. What does the elephant live upon? 8. How does it convey the food to its mouth? 9. Describe how the elephant drinks. 10. What are the elephant's 'tusks?' 11. Of what use are they to the animal? 12. What substance do we obtain from the tusks? 13. What things are made from that substance?

DICTATION.—Learn to write out section 2.

EXERCISES.—1. Learn to spell the following words:

Gir-affe'	Or'-di-na-ry	Ex-traor'-di-na-ry
Gen'-e-ral-ly	Flex'-i-ble	Im-mense'
Car'-riag-es	Prin'-ci-pal-ly	Com-pan'-ions

2. Parse every word in the following sentence: The elephant is the largest of all living quadrupeds, though it is not as tall as the giraffe. (*Largest* is an adjective, qualifying the noun quadruped understood. *As* is an adverb, modifying *tall*, and corresponding to the second *as*. The second *as* is an adverb, modifying *tall* understood. The last clause would be in full: 'Not as tall as the giraffe is *tall*.')

3. Give the principal parts of the following verbs: *Find; ride; keep; speak; strike; put; sit; teach.*

4. Turn the following verbs and adjectives into nouns: *Safe; use; regular; weigh; different; able; draw; flow; allow.*

5. Explain the following sentences: (1) Above the nostrils is a small flexible finger. (2) The white elephant is thought to be of special value.

6. Write a short composition on 'The Elephant' from the following heads: (1) His size. (2) What he feeds on. (3) How he is made useful. (4) The two kinds of elephants.

DOTHEBOYS HALL.

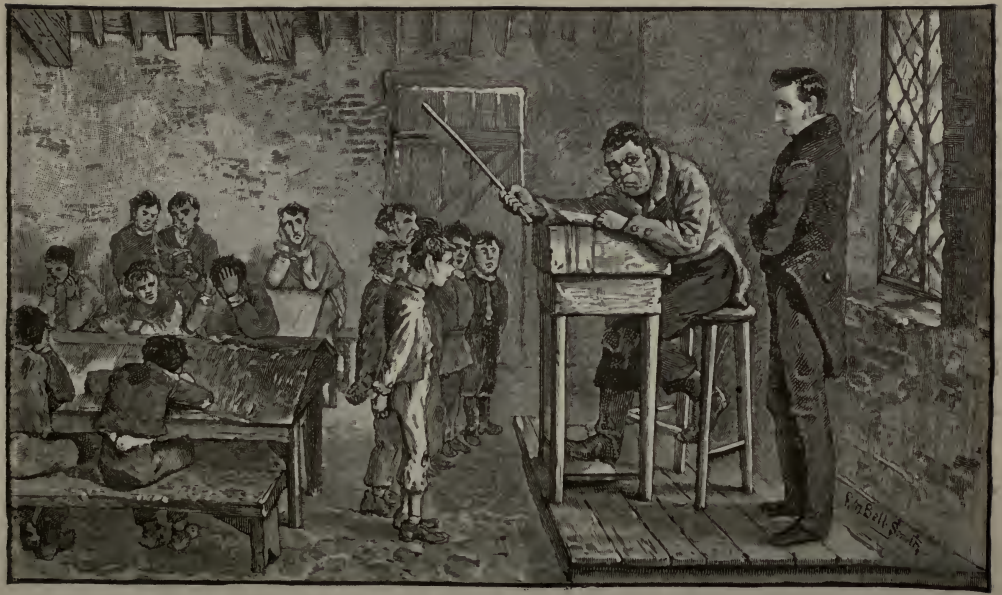
Amaze'ment, surprise.
Anticipa'tion, foretaste, prospect.
Blear'ed, inflamed.
Brim'stone, sulphur.
Co mposi'tion, mixture.
Dilut'ed, made thin.
Distend'ed, swelled out.
Distor'tion, crookedness.
Fust'ian, a kind of coarse cotton cloth.
Grotesque', ludicrous, strange.
Hare'-lip, a lip with a division in it like the lip of a hare.
Instal'ment, one of the parts into which a thing is divided.
Ju'venile, young.
Malefac'tors, evil doers.
Mea'gre, without strength.
Mer'cenary, working for hire.
Mo'ley, made up of various parts.
Rick'ety, weak.
Rue'ful, sorrowful.
Trea'cle, molasses.
Ush'er, an under teacher.
Wry, twisted to one side.

1. "Come," said Squeers, "let's go to the school room; and lend me a hand with my school-coat, will you?"

Nicholas assisted his master to put on an old fustian shooting jacket, which he took down from a peg in the passage; and Squeers, arming himself with his cane, led the way across a yard to a door in the rear of the house.

"There," said the school-master, as they stepped in together; "this is our shop, Nickleby."

2. It was such a crowded scene, and there were so many objects to attract attention, that at first Nicholas stared about him, really without seeing anything at all. By degrees, however, the place resolved itself into a bare and dirty room with a couple of windows, whereof a tenth part might be of glass, the remainder being stopped up with old copy-books and paper. 3. There were a couple of long, old, rickety desks, cut and notched, and inked and damaged in every possible way; two or three forms, a detached desk for Squeers, and



another for his assistant. The ceiling was supported like that of a barn, by cross-beams and rafters; and the walls were so stained and discolored that it was impossible to tell whether they had ever been touched with paint or whitewash.

4. But the pupils—the young noblemen! How the last faint traces of hope, the remotest glimmering of any good to be derived from his efforts in this den, faded from the mind of Nicholas as he looked in dismay around! Pale and haggard faces, lank and bony figures, children with the countenances of old men, deformities with irons upon their limbs, boys of stunted growth, and others whose long meagre legs would hardly bear their stooping bodies, all crowded on the view together; there were the bleared eye, the hare-lip, the crooked foot, and every ugliness or distortion that told of unnatural aversion conceived by parents for their offspring, or of young lives which from the earliest dawn of infancy had been one horrible endurance of cruelty and neglect. 5. There were little faces which should have been handsome, darkened with the scowl of sullen, dogged suffering; there was childhood with the light of its eye quenched, its beauty gone, and its helplessness alone remaining; there were vicious-faced boys, brooding, with leaden eyes, like malefactors in a jail; and there were young creatures on whom the sins of their frail parents had descended, weeping even for the mercenary nurses they had known, and lonesome even in their loneliness.

6. And yet this scene, painful as it was, had its grotesque features, which, in a less interested observer than Nicholas, might have provoked a smile. Mrs. Squeers stood at one of the desks, presiding over an immense basin of brimstone and treacle, of which delicious compound she administered a large instalment to each boy in succession: using for the purpose a common wooden spoon, which might have been originally manufactured for some gigantic top, and which widened every young gentleman's mouth considerably: they being all obliged, under heavy corporal penalties, to take in the whole of the bowl at a gasp. 7. In another corner, huddled together for companionship, were the little boys who had arrived on the preceding night, three of them in very large leather breeches, and two in old trousers, a somewhat tighter fit than drawers are usually worn; at no great distance from these was seated the juvenile son and heir of Mr. Squeers—a striking likeness of his father—kicking, with great vigor, under the hands of Smike, who was fitting upon him a pair of new boots, that bore almost suspicious resemblance to those which the least of the little boys had worn on the journey down—as the little boy himself seemed to think, for he was regarding the appropriation with a look of most rueful amazement. 8. Besides these, there was a long row of boys wait ng, with countenances of no pleasant anticipation, to be treacled; and another file, who had just escaped from the infliction, making a variety of wry mouths, indicative of anything but satis-

faction. The whole were attired in such motley, ill-sorted, extraordinary garments, as would have been irresistibly ridiculous, but for the foul appearance of dirt, disorder, and disease, with which they were associated.

9. "Now," said Squeers, giving the desk a great rap with his cane, which made half the little boys nearly jump out of their boots, "is that physicking over?"

"Just over," said Mrs. Squeers, choking the last boy in her hurry, and tapping the crown of his head with the wooden spoon to restore him. "Here, you Smike; take away now. Look sharp!"

10. Smike shuffled out with the basin, and Mrs. Squeers having called up a little boy with a curly head, and wiped her hands upon it, hurried out after him into a species of wash-house, where there was a small fire and a large kettle, together with a number of little wooden bowls which were arranged upon a board.

11. Into these bowls Mrs. Squeers, assisted by the hungry servant, poured a brown composition, which looked like diluted pincushions without the covers, and was called porridge. A minute wedge of brown bread was inserted in each bowl, and when they had eaten the porridge by means of the bread, the boys ate the bread itself, and had finished their breakfast: whereupon Mr. Squeers said, in a solemn voice: "For what we have received, may the Lord make us truly thankful!"—and went away to his own.

12. Nicholas distended his stomach with a bowl of porridge, for much the same reason which induces some savages to swallow earth—lest they should be inconveniently hungry when there is nothing to eat. Having further disposed of a slice of bread and butter, allotted to him in virtue of his office, he sat himself down to wait for school time.

13. He could not but observe how silent and sad the boys all seemed to be. There was none of the noise and clamor of a school room; none of its boisterous play or hearty mirth. The children sat crouching and shivering together, and seemed to lack the spirit to move about. The only pupil who evinced the slightest tendency towards locomotion or playfulness was Master Squeers, and as his chief amusement was to tread upon the other boys' toes in his new boots, his flow of spirits was rather disagreeable than otherwise.

NOTES.

"Do-the-boys Hall" is the name given by Charles Dickens to a Yorkshire private school which he describes in his novel "Nicholas Nickleby." The character of the school is intended to be conveyed by the title. The worst abuses connected with the private school system at the time when the above sketch was written have long ago disappeared, chiefly as the result of the exposure contained in the novel just named. *Squeers* is a representative of a class of men who made their living by keeping such schools; and, according to Dickens' own statement, one of those who thought they had been caricatured in the sketch threatened him with bodily punishment, while another threatened him with an action for libel.

QUESTIONS.—1. Who wrote the sketch of Dotheboys Hall? 2. From what novel is it taken? 3. Where is the school supposed to have been situated? 4. What was the name of the master? 5. Who was his assistant? 6. Give another name for an "assistant master." 7. What sort of a school-room was it? 8. How were the pupils dressed? 9. How were they fed? 10. Did such a school actually exist?

EXERCISES.—1. Explain the following phrases : (1) The place resolved itself into a bare and dirty room. (2) The ceiling was supported like that of a barn, by cross-beams and rafters. (3) But the pupils—the young noblemen ! (4) Lank and bony figures. (5) Deformities with irons upon their limbs. (6) Darkened with the scowl of sullen, dogged suffering. (7) His flow of spirits.

2. From what Latin words are the following derived : *Attention, degrees, impossible, remotest, conceived, manufactured, locomotion, suspicion.*

3. Write out a list of other words formed from each of these roots.

4. Parse the words in italics in: (1) *With* a couple of windows. (2) Being stopped *up* with paper. (3) *Like that* of a barn. (4) But the *pupils*, the young *noblemen !*

5. Add prefixes, or suffixes, or both, to the following words: *Attract, tell, hope, painful, pleasant, bear.*

6. Give the principal parts of the following verbal forms : *Led, might, were, faded, should, gone, known, worn, bore, would, ate, sat, tread, stood, tell, had.*

THE TAKING OF ROXBURGH CASTLE.

Bat'-tle-ment, a wall surrounding the top of a castle, pierced with openings for the soldiers to shoot through.
Gar'-ri-son, the body of troops posted in a castle to hold it.
Moat, the wide ditch—filled with water—round a fortress.
Par'-ried, warded off.
Swarth -y, having a dark complexion or colour of skin.

1. The important castle of Roxburgh[1] was a very large fortress, situated near where two fine rivers, the Tweed and the Teviot, join each other. Being within five or six miles of England, the English wanted very much to keep it, and the Scots wanted very much to take it.

2. It was upon the night of what is called Shrovetide,[2] a holiday to which Roman Catholics

paid great respect, and kept with much mirth and feasting. Most of the garrison of Roxburgh Castle were drinking and making merry, but still they had set watchers on the battlements of the castle, in case of any sudden attack; for, as the Scots had succeeded in so many attempts of the kind, and as Douglas was known to be near them, they felt that they must keep a very strict guard.

3. An Englishwoman, the wife of one of the officers, was sitting on the battlements with her child in her arms; and looking out on the fields below, she saw some black objects, like a herd of cattle, straggling near the foot of the wall, and coming up to the ditch or moat of the castle. She pointed them out to the sentinel or watchman, and asked him what they were. 4. 'Pooh, pooh,' said the soldier, 'it is Farmer Such-a-one's cattle' (naming a man whose farm lay near the castle) 'The good man is keeping a jolly Shrovetide, and has forgot to shut up his bullocks in their yard; but if the Douglas comes across them before morning, he will be very sorry for the mistake he has made.' 5. Now these creeping objects which they saw from the castle wall were no real cattle, but Douglas himself and his soldiers, who had put black cloaks above their armour, and were creeping about on hands and feet, in order, without being seen, to get so near to the foot of the castle wall as to be able to set ladders to it. 6. The poor woman, who knew nothing of this, sat quietly on the wall, and began to sing to her child. You must know that the name of Douglas had become so terrible

to the English, that the women used to frighten their children with it, and say to them, when they behaved ill, that they 'would make the Black Douglas take them.' And this soldier's wife was singing to her child:

'Hush ye, hush ye, litt'e pet ye,
Hush ye, hush ye, do not fret ye,
The Black Douglas shall not get ye.'

7. 'You are not so sure of that,' said a voice close beside her. She felt at the same time a heavy hand with an iron glove[3] laid on her shoulder; and when she looked round she saw the very Black Douglas[4] she had been singing about, standing close beside her, a tall, swarthy, strong man. 8. At the same time another Scotsman was seen climbing over the walls, near to the sentinel. The soldier gave the alarm, and rushed at the Scotsman, whose name was Simon Ledehouse, with his lance; but Simon parried the stroke, and closing with the sentinel, struck him a deadly blow with his dagger. The rest of the Scots followed up to help Douglas and Ledehouse, and the castle was taken. Many of the soldiers were put to death, but Douglas protected the woman and the child. I daresay she made no more songs about the Black Douglas.

Sir Walter Scott.

EXPLANATIONS.—1. 'Roxburgh,' a town in the south of Scotland, close to the English Border, and in the county of Roxburgh. 2. *Shrove Tuesday* was the day before Lent—and people confessed their sins, and were *shriven* (or *cleared*), and held it as a feast (of *pancakes*, &c.) before the long fast of Lent. 3. 'An iron glove'—In the old time, when soldiers were protected with armour, the back of the gloves was strengthened with iron. 4. 'The Black Douglas'—This was a celebrated Earl of Douglas,

who was generally distinguished by the name of 'Black,' because his skin was so dark in colour.

QUESTIONS.—1. Where is Roxburgh Castle situated? 2. Why did the English so much want to keep it? 3. Why were most of the garrison of the castle feasting? 4. What precaution had they taken against a sudden attack? 5. Who was sitting on the battlements with her child? 6. What did she see coming up to the ditch? 7. What did the sentinel think that it was? 8. What was it really? 9. What was the soldier's wife singing to her child? 10. How was she suddenly surprised? 11. Who was the second Scotsman to climb the wall? 12. What was the end of his fight with the sentinel? 13. What became of the woman and the child?

EXERCISES.—1. Parse each of the words in the following sentence: Many of the soldiers were put to death, but Douglas protected the woman and the child. (*Many*, an adjective of indefinite number, numbering *soldiers* understood. *But*, a conjunction joining the two sentences, *Many were put* and *Douglas protected*).

2. Add prefixes to the following words: *Important; name; come; real; sure; stand; make; take.*

3. Add suffixes to the following words: *Situate; holy; respect; merry; success; forget; black; follow; protect; sing.*

4. Make nouns of the following verbs and adjectives: *Important; great; drink; make; succeed; sit; point; real; quiet; behave.*

5. Give the principal parts of the following verbs: *Keep; take; drink; set; know; feel; come; sing.*

6. Explain the following phrases: (1) The Roman Catholics pay great respect to Shrovetide. (2) The soldier gave the alarm. (3) Simon parried the stroke. (4) He closed with the sentinel.

7. Write the story of 'Douglas's Black Cattle' from the following outline: (1) Roxburgh Castle was in the hands of the English. (2) The wife of an officer was sitting on the battlements, when she saw black moving objects. (3) She asked the sentinel what they were. (4) His reply. (5) She sings to her baby, while Black Douglas stands behind her. (6) Taking of the castle.

THE HIGHLAND GATHERING.

(FROM 'THE LADY OF THE LAKE,' BY SIR WALTER SCOTT.)

Braced, tightly strung up.
False mo-rass', morass that *looks* a good footing-place, but is false to you and deceives.
Quest'-ing, searching.
Scaur, cliff.
Clam'-our, noisy talk.
Brand, sword.
Stayed, stopped.
Prompt, ready.
Strip'-ling, young man.
Es-says', tries.
Re-mote', distant.
Op-pos'-ing, opposite.
Braes, slopes of a hill.
Ravines', narrow glens.
Seques'tered, separate.
Mus'tered, brought together.
Ren'dezvous, appointed meeting-place.

[*Malise is sent by his chief, Roderick Dhu, to call the warriors of the clan to instant battle; the signal he bears is a fiery cross.*]

1. Speed, Malise, speed!—the dun deer's hide[1]
On fleeter foot was never tied—
Speed, Malise, speed! such cause of haste
Thine active sinews never braced;
Bend 'gainst the steepy hill thy breast;
Rush down like torrent from its crest.
With short and springing footstep pass
The trembling bog and false morass.

2. Across the brook like roebuck bound,
And thread the brake like questing hound;
The crag is high, the scaur is deep,
Yet shrink not from the desperate leap;
Parched are thy burning lips and brow,
Yet by the fountain pause not now.
Herald of battle, fate, and fear,
Stretch onward in thy fleet career!

3. Fast as the fatal symbol flies,
In arms the huts and hamlets rise;

From winding glen, from upland brown,
Then poured each hardy tenant down;
Nor slacked the messenger his pace;
He shewed the sign, he named the place,
And, pressing forward like the wind,
Left clamour and surprise behind.

4. The fisherman forsook the strand;
The swarthy smith took dirk and brand;
With changèd cheer the mower blithe
Left in the half-cut swath the scythe;
The herds without a keeper strayed;
The plough was in mid-furrow stayed;
The falconer tossed his hawk away;
The hunter left the stag at bay;
Prompt at the signal of alarms,
Each son of Alpine rushed to arms.

5. Speed, Malise, speed! the lake is passed;
Duncraggan's huts appear at last,
And peep, like moss-grown rocks, half seen,
Half hidden, in the copse so green;
There mayst thou rest, thy labour done;
Others shall speed the signal on.

[*The order for the gathering is given, and Malise is relieved by another messenger.*]

6. Angus, the heir of Duncan's line,
Sprang forth and seized the fatal sign;
In haste the stripling to his side
His father's dirk and broadsword tied;
But when he saw his mother's eye
Watch him in speechless agony,

Back to her opened arms he flew,
Pressed on her lips a fond adieu.

7. Then, like the high-bred colt, when, freed,
First he essays his fire and speed,
He vanished, and o'er moor and moss
Sped forward with the fiery cross.

8. O'er dale and hill the summons flew,
Nor rest nor pause young Angus knew;
The tear that gathered in his eye
He left the mountain breeze to dry.

9. Swoln was the stream, remote the bridge,
But Angus paused not on the edge;
Though the dark waves danced dizzily,
Though reeled his sympathetic eye,
He dashed amid the torrent's roar:
His right hand high the crosslet bore;
His left the pole-axe grasped, to guide
And stay his footing in the tide.

10. He stumbled twice—the foam splashed high,
With hoarser swell the stream raced by;
But still, as if in parting life,
Firmer he grasped the cross of strife;
Until the opposing bank he gained,
And up the chapel-pathway strained.

11. Not faster o'er the heathery braes,
Like lightning speeds the midnight blaze,
Rushing, in conflagration strong,
The deep ravines and dells along,

Wrapping the cliffs in purple glow,
And reddening the dark lakes below;
Nor faster speeds it, nor so far,
As o'er the heaths the voice of war.

12. From the gray sire, whose trembling hand
Could hardly buckle on his brand,
To the raw boy, whose shaft and bow
Were yet scarce terror to the crow—
Each valley, each sequestered glen,
Mustered its little horde of men.

13. They met as torrents from the height
In Highland dales their streams unite,
Still gathering, as they pour along,
A voice more loud, a tide more strong;
Till at the rendezvous they stood,
By hundreds, prompt for blows and blood;
Each trained to arms since life began,
Owning no tie but to his clan,
No oath but by his chieftain's hand,
No law but Roderick Dhu's command.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1.—Line 5: No accent on *'gainst!* Run *'gainst-the-steepy-hill* into one word.

VERSE 2.—Line 6: Avoid the accent on *by*, and make a slight pause after *yet*.

VERSE 3.—Line 1: *Fast* is the emphatic word.

VERSE 4.—Line 4: No accent on *in!* Make *in-the-half-cut-swath* one word.—Line 6: Avoid the accent on *in*.

VERSE 6.—Line 5: No accent on *when*. Read *when-he-saw* as one word.—Line 6: No accent on *him!*—Line 8: Make *on-her-lips* one word.

VERSE 7.—Line 2: The emphatic word is *First*.—Line 3: No accent on *and!*—Line 4: Nor on *with!*

VERSE 8.—Line 3 : No accent on *in !*

VERSE 9.—Line 1 : The phrase *wax-the-stream* to be read as one word.—Line 3 : Avoid accent on *the !*

VERSE 10.—Line 5 : Avoid any accent on *Until.*

VERSE 11.—Line 8 : *O'er-the-heaths* as one word.

VERSE 12.—Line 1 : No accent on *From,* but hasten on to *gray sire.*—Line 3 : No accent on *the !*

VERSE 13.—Line 5 : No accent on *at !*

EXPLANATION.—1. In those days the Highlanders' feet were shod with deer-skin. A piece of deer hide was tied on the feet of the runner.

DICTATION.—Learn to write out section 2.

EXERCISES.—1. Learn to spell the following words :

Sin'-ews	Ca-reer'	Fal'-con-er	Sym-pa-thet'-ic
Mo-rass'	Clam'-our	A-d eu'	Ra-vines'
Des'-per-ate	Scythe	Fier'-y	Ren'-dez-vous

2. Parse every word in the following sentence :

> The tear that gathered in his eye
> He left the mountain breeze to dry.

(*Breeze* is a noun in the objective case, governed by the preposition *to* understood.)

3. Make nouns of the following adjectives and verbs : *High ; deep ; fleet ; shew ; press ; seize ; open ; gather ; guide ; firm.*

4. Explain fully the following phrases : (1) Such cause of haste thy active sinews never braced. (2) Shrink not from the desperate leap ! (3) Stretch forward in thy fleet career ! (4) He left clamour and surprise behind. (5) The swarthy smith took dirk and brand. (6) Others shall speed the signal on. (7) Nor rest nor pause young Angus knew. (8) He up the chapel-pathway strained. (9) Each sequestered glen mustered its horde. (10) At last they stood at the rendezvous.

5. Write a short composition on the 'Fiery Cross' from the following heads : (1) A messenger is sent through the country to call the clan to arms. (2) The people leave their work ; the fisherman ; the smith ; the mower ; the shepherd ; the ploughman ; the falconer ; the hunter. (3) All buckle on their armour and take their arms. (4) They meet at the rendezvous.

THE REINDEER.

Ac-com'-mo-date, fit.
In-te'-ri-or, the heart of a country; the part away from the boundaries.
Com-pelled', forced.
In-cred'-i-ble, hardly to be believed.
Vig'-or-ous-ly, with great earnestness and determination.

1. The reindeer is entirely a northern animal, and is apparently unable to live except in cold countries. It is found in the northern parts of Europe, in Siberia, and in Canada; and it has long been famous for its services to the inhabitants of Lapland. In America it is called the caribou, and

has never been tamed. In Lapland the reindeer is the common domesticated animal; and it takes the place of the oxen, the sheep, and the horses of this country. 2. Like the cow, it yields a large amount of milk, out of which excellent cheese and butter can be made. In winter, its hide is of a grayish-brown tint, and white in parts; in summer, it darkens into a sooty brown. Its hair, like the wool of the sheep, can be woven into warm and durable garments. Lastly, harnessed to sledges, it will carry its master or his goods, at a higher rate of speed and for a longer time than any horse could do. 3. In a country so cold as Lapland, our ordinary domestic animals could not exist; and the inhabitants would certainly perish if it were not for this invaluable creature. The reindeer is the only wealth of the Laplander, and a man is counted rich or poor according to the number of reindeer that he may possess. The very rich people may own flocks of a thousand of these animals or more; moderately well-off people may have three or four hundred; while those who have only fifty or sixty are so poor that they are compelled to become servants of the rich. 4. During the daytime, the herds of reindeer are driven out to graze, and at night they are brought home to be milked; after which they are shut up in sheds, or driven into enclosures with walls high enough to protect them from the attacks of wild beasts.

5. The Laplanders are unable to have any fixed residence during the whole year, because they are obliged to accommodate themselves to the peculiar

habits of the reindeer, which is compelled by its mode of life to spend different seasons in different places. In the winter time, the reindeer are brought down to the lowlands on the sea coast. 6. Here they find an abundance of a peculiar moss upon which they feed, digging it up from under the deep snow with their muzzles and fore-feet. In the summer time, they can no longer live in the level plains near the sea, for these are covered with wood, and afford shelter to innumerable flies, which torment the reindeer to such an extent as often to cost them their lives. 7 At this season they are therefore obliged to betake themselves to the high mountainous districts in the interior of the country, where they find an abundance of grass and leafy shrubs for food; and their masters are of course forced to go with them.

8. Travelling in Lapland is carried on almost entirely by means of the reindeer; in winter, indeed, it would be entirely impossible to move about in that frozen and snow-covered country except by the help of these useful animals. The reindeer is harnessed to a little sledge by means of a single strap, which is attached to a leather collar round its neck.

9. In the sledge sits the driver, who guides his animal by means of a strong cord fastened to the bottom of its horns. The driver drops this single rein on either side of the reindeer's neck, according to the direction in which he wishes it to move; but it requires great skill and practice to drive these animals, as they are somewhat obstinate and

unruly, and often insist upon taking their own course, in spite of the utmost efforts of the driver. 10. This obstinacy, however, is often attended with good results, because the reindeer commonly knows

Reindeer Sledge.

its way across the pathless wilds of Lapland better than its master, and can therefore usually be trusted to find the right road by itself. The ordinary rate of travelling of a reindeer harnessed to a sledge is from twelve to fifteen miles an hour; but it will attain a much greater speed, if the ground be level and the snow hard.

11. It has also a wonderful power of endurance, and will trot along for a whole day, if not overloaded, without shewing any sign of fatigue. On extraordinary occasions it has been known to make incredible exertions. Thus, in the palace of the king of Sweden is a portrait of a reindeer, which is said to have carried an officer with letters of

the highest importance, a distance of no less than eight hundred miles in forty-eight hours. The faithful animal is said to have dropped down dead at the end of this tremendous journey.

12. The reindeer is a true deer, like those commonly seen in this country. Its horns are extremely long and branching. Unlike all other deer, the females have horns as well as the males. The horns of the latter, however, are the longest, and they use them in fighting amongst themselves. 13. The foot of the reindeer is admirably fitted for running over the deep snow which covers Lapland during the winter, as the two hoofs can be separated to some distance, thus preventing the animal from breaking through the hard frozen crust of the snow over which it is travelling. Though so useful to the Laplanders, the reindeer is not domesticated in the other countries where it occurs, but runs wild in the forests. It is, however, vigorously hunted for the sake of its flesh and its hide.

SUMMARY AND NOTES.

1. The reindeer is one of the true deer, and is therefore a 'hoofed' quadruped. It has two large toes on each foot, each with a hoof, and it has two small hoofed toes placed at the back of each foot, and not touching the ground. 2. Like the cow and the sheep, it chews the cud. Like all the deer, it has a pair of horns or 'antlers' upon its head; but it is peculiar in the fact that both the males and the females have horns, whereas the females are without horns in the other deer. 3. The horns are large and branching, and are composed entirely of bone, without any sheath of horn, such as we see in the horns of sheep and oxen. This animal does not keep

the same pair of horns all its life, as sheep and oxen do, but it throws off its horns every year and grows a new pair. 4. The reindeer lives in the northern parts of Europe and Asia, and is also found in the north of North America, where it is called the caribou. In America it is hunted only for its flesh and hide; but in Northern Europe it has been domesticated, and is used as a beast of burden, while its flesh is eaten and its milk drunk.

QUESTIONS.—1. In what climates is the reindeer found? 2. In what countries? 3. Where is it a domestic animal? 4. What are the four things for which it is chiefly useful? 5. Tell me the number of reindeer that make a wealthy or a respectable Lapp. 6. Why are the Lapps obliged to change their place of abode? 7. On what do reindeer feed? 8. Why cannot they live in the plains in summer? 9. How is the reindeer harnessed? 10. How fast can they go? 11. Tell me about the king of Sweden's reindeer. 12. What difference is there between the reindeer and other deer? 13. How is the foot of this deer fitted for running over the snow? 14. What is the reindeer called in North America? 15. What are its uses there? 16. How often does it shed its horns?

DICTATION.—Learn to write out the first two sentences of the lesson.

EXERCISES.—1. Learn to spell the following words:

Ap-par'-ent-ly	In-val'-u-a-ble	In-nu'-mer-a-ble	Jour'-ney
Do-mes'-ti-cat-ed	Ac-com'-mo-date	In-te'-ri-or	Sep'-a-rat-ed
Har'-nessed	Pe-cul'-iar	Trav'-el-ling	Vig'-or-ous-ly

2. Parse all the words in the following sentence: In a country so cold as Lapland, our ordinary domestic animals could not exist. (*So* is an adverb, modifying *cold*, and corresponding with *as*. *As* is an adverb, modifying *cold* understood; and the full statement is, 'as Lapland is cold.')

3. Give the principal parts of the following verbs: *Have; bring; shut; cost; take; find; know; get; shew.*

4. Make nouns of the following verbs: *Live; inhabit; weave; endure; carry; possess; serve; fix; reside; move; sit.*

LANDING OF THE PILGRIM FATHERS.

Aisle, a passage in a church—here the openings between the trees in the forest.
An'them, a sacred song performed by a choir of voices.
Gi'ant, huge.
Ex'ile, one who has been driven from his own country.
Hy . n, a religious song.
Pil'grim, a wanderer.
Ro.k -bound, composed of rock.
Shrine, a sacred place.

1. The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

2. And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

3. Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame.

4. Not as the flying come,
In silence, and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

5. Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

6 The ocean-eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared,—
This was their welcome home.

7. There were men with hoary hair
Amidst that pilgrim band:
Why did they come to wither there,
Away from their childhood's land?

8. There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

9. What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?—
They sought a faith's pure shrine!

10. Ay, call it holy ground,
The soil where first they trod:
They have left unstained what there they found,—
Freedom to worship God,

Mrs. Hemans.

NOTE.

"The Pilgrim Fathers." Many of the Puritans, who were persecuted during the reign of James I. in England on account of their religious views and practices, made up their minds to emigrate to America. They crossed the Atlantic in 1620 in a vessel called the *May-flower*, and landed in December of that year on a granite rock where the town of Plymouth, Massachusetts, now stands. The landing place is marked by a national monument in the form of a handsome granite canopy surmounted by a colossal statue of Faith.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 2, Line 2: Avoid verse-accent on *o'er*. Line 3: give chief emphasis to *exiles*, and on line 4 lesser emphasis to *wild New England shore*.

VERSE 3.—Avoid verse-accent on *as* and *with*, and give emphasis to *conqueror* and *they*.

VERSE 4.—Read the first two lines low and the second two higher. Read *shook the depths* with force and *hymns of lofty cheer* with force and swell of voice.

VERSE 5.—Give emphasis to *stars* and *sea*; read *anthem of the free* with force, and swell with emphasis on *frēe*.

VERSE 7.—Give emphasis to *hoary hair*; read *there were men* as one word, dwelling on *men*. Give emphasis to *wither* and *childhood's* with tremor.

VERSE 8.—Read *there was woman's* as one word, dwelling on *woman's*, and read *manhood's* and *youth* in a similar manner.

VERSE 9.—End the first question with a falling inflection and the second and third with a rising inflection.

VERSE 10.—Emphasis on *unstained*, and read the last line slowly and with warmth and force.

Explain the following: (1) Rock-bound coast. (2) A band of exiles moored their bark. (3) The roll of the stirring drums and the trumpet that sings of fame. (4) Hymns of lofty cheer. (5) The sounding aisles of the dim wood rang (6) This was their welcome home. (7) Come to wither. (8) A faith's pure shrine. (9) Call it holy ground. (10) Freedom to worship God.

Write a paraphrase of this piece in prose, preserving the order of the ideas but changing as much as possible the mode of expressing them.

Parse the words in italics in: (1) The *hills* and *waters o'er*. (2) *Not as* the conqueror comes. (3) They, the *true-hearted*, came. (4) And the *sea*. (5) *By* the white wave's foam. (6) *This* was their welcome *home*. (7) Bright *jewels* of the mine. (8) The *wealth* of seas, the *spoils* of war. (9) The *soil*. (10) *Freedom* to *worship* God.

THE SAGACIOUS CADI.

PART I.

Sheik, an Arab chieftain.
Des-pot'-ic, with full power over life and death.
Re-pute', name or reputation.
In-teg'-ri-ty, goodness.
In-fest'-ed, haunted and troubled.
Ex-tir'-pate, root out.
Dis-guis'-ing, hiding his face and appearance by a different way of dressing.
Trav'-erse, go through or cross.
Ad-min'-is-tered, gave out.
Doc'ile, gentle and teachable.
De-cide', make up his mind.
Dis-tort'-ed, twisted.
In-fal'-li-ble, that *cannot* make a mistake.
Have pre-ced'-ence of, must come before.
Res-to-ra'-tion, giving back.
Op-pon'-ent, enemy or adversary.
Pre-cise'-ly, exactly.

1. In a district of Algeria there lived a sheik called Bou-Akas, who held despotic sway over twelve tribes. Over each tribe he placed a cadi of the highest repute for integrity and wisdom. In the government of his district nothing seemed to escape his eye. When he first took the reins of the government, the country was infested with robbers; but he soon found means to extirpate them. 2. Disguising himself as a poor merchant, he walked out and dropped a gold coin on the ground, taking care not to lose sight of it. If the person who happened to pick up the coin put it into his pocket and passed on, Bou-Akas made a sign to his officer, who rushed forward and cut off the offender's head; and it became a saying among the Arabs, that a child might traverse the country of Bou-Akas with a golden crown on his head, and not a hand be stretched out to take it.

3. Having heard that the cadi of one of his twelve

tribes administered justice in a manner worthy of even Solomon himself, Bou-Akas determined to judge in person as to the truth of the report. Accordingly, dressed as a private person, without arms or attendants, he mounted a docile Arabian steed, and rode to the town of the cadi. 4. Just as he was entering the gate, a cripple, seizing the border of his garment, asked him for alms in the name of the Prophet. Bou-Akas gave him money; but the cripple still retained his hold. 'What dost thou want?' asked the sheik; 'I have already given thee alms. What more can I do for thee?' 'Thou canst save me—poor crawling creature that I am!—from being trodden under the feet of men, horses, mules, and camels, a fate which would certainly befall me in passing through the crowded square, in which a fair is now going on.' 5. 'And how can I save thee?' 'By taking me behind thee, and setting me down safely in the market-place, where I have business.' 'Be it so,' replied the sheik. And stooping down he, with a good deal of difficulty, lifted the cripple up behind him. At length they reached the market-place. 6. Is this where thou wishest to stop?' asked the sheik. 'Yes.' 'Then get down.' 'Get down thyself.' 'For what?' 'To leave me the horse.' 'To leave thee my horse! What dost thou mean by that?' 'I mean,' said the cripple, 'that the horse belongs to me. Knowest thou not that we are now in the town of the just cadi? If we bring the case before him, he will certainly decide in my favour.' 7. 'Why should he do so, when the animal belongs to me?'

'Dost thou not think that, when he sees thee so able to walk with thy strong straight limbs, and me with my weak legs and distorted feet, he will decree that the horse shall belong to the man who has most need of it?' 'Should he do so, he would not be the just cadi,' said the sheik. 'Oh! as to that,' replied the cripple laughing, 'although he is just, he is not infallible.' 8. 'So!' thought the sheik to himself, 'here is a capital opportunity of judging the judge.' And then he said aloud: 'I am content. We will go before the cadi.'

On arriving at the tribunal, where the judge was administering justice in the Eastern manner, they found there were two trials which had precedence of theirs. 9. The first was between a philosopher and a peasant. The peasant had carried off the philosopher's wife, and now asserted that she was his own, in the face of the philosopher, who demanded her restoration. What was very strange, the woman remained obstinately silent, and would not declare for either. This rendered a decision extremely difficult. The judge heard both sides attentively, reflected for a moment, and then said: 'Leave the woman here, and return to-morrow.' 10. The philosopher and the peasant having bowed and retired, a butcher and an oil-seller came forward, the latter covered with oil, and the former sprinkled with blood. The butcher spoke first. 'I bought some oil,' said he, 'from this man, and pulled out my purse to pay him. The sight of the money tempted him, and he seized me by the wrist to force it from me. I cried out, but he would not

let me go. I have held the money in my hand, and he has continued to grasp my wrist, till we are here before thee. This is true—I swear it by the Prophet.' 11. The oil-seller then answered. 'This man,' said he, 'came to my shop to purchase oil. When his bottle was filled he asked me to give him change for a piece of gold. I drew from my pocket a handful of money, and laid it on a bench. He immediately seized it, and was walking off with my money and my oil, when I caught him by the wrist, and cried out, "Robber!" In spite of my cries, however, he would not give up the money; and I have brought him before thee. This is true—I swear it by Mohammed.' 12. The cadi made each of them repeat his story; but neither varied one jot from the previous statement. The cadi reflected for a moment, and then said: 'Leave the money with me, and return to-morrow.' The butcher laid the money on the edge of the mantle. He and his opponent then bowed and departed.

13. It was now the turn of Bou-Akas and the cripple. 'My lord cadi,' said the sheik, 'I came hither from a distant country, with the intention of purchasing merchandise. At the gate of the city I met with this cripple, who first asked for alms, and then prayed that I would take him up behind me, so that he might not be trodden down in the street. I consented; but, when we reached the market-place, he refused to dismount, asserting that the horse belonged to him, and that thou wouldst surely adjudge it to him, since he needed

E. H. GARRETT.

it most. This, my lord cadi, is precisely the state of the case—I swear it by Mohammed.' 14. 'My lord,' said the cripple, 'as I was coming on business to the market, riding this horse which belongs to me, I saw this man by the road-side, apparently half-dead from fatigue. I kindly offered to let him ride behind me as far as the market-place, which offer he eagerly accepted. But what was my astonishment when on our arrival he refused to get down, and said that my horse was his! I immediately required him to appear before thee. This is the true state of the case—I swear by Mohammed.' 15. The cadi made each repeat his statement, and then, having reflected a moment, he said: 'Leave the horse here, and return to-morrow.' The sheik and the cripple then withdrew from the court.

QUESTIONS.—1. What was the name of the Arab sheik? 2. Where is Algeria? 3. How did he put down thieves and robbers? 4. What saying became common among the Arabs? 5. What report came to him about a certain cadi or magistrate? 6. What did he determine to do? 7. Whom did he meet as he entered the gate of the city? 8. What request did the cripple make to the sheik? 9. What did he say when the sheik told him to get down? 10. What did they agree to do? 11. What was the first case that came before theirs? 12. What was the second case? 13. Tell me what the butcher said. 14. What statement did the oil-seller make? 15. What did the cadi say? 16. What did Bou-Akas say to the magistrate? 17. And the cripple? 18. What did the cadi tell them to do?

DICTATION.—Learn to write out the 15th section.

EXERCISES.—1. Learn to spell the following words:

In-teg'-ri-ty	At-tend'-ants	In-fal'-li-ble	Op-pon'-ent
Gov'-ern-ment	Alms	Pre-ced'-ence	Bus'-i-ness
Ad-min'-is-tered	Sheik	Im-me'-di-ate-ly	Fa-tigue'

2. Parse every word in the following sentence : In a district of Algeria lived a sheik who held sway over twelve tribes. (*Sheik* is the nominative to *lived*. *Who* is a relative pronoun relating to its antecedent *sheik ;* and it also joins together the two sentences or statements, *The sheik lived* and *The sheik held sway.*)

3. Add prefixes to the following words : *Hold ; place ; govern ; take ; fall ; set ; think ; carry ; state ; mount ; judge.* (The difference in meaning between the *up* in *uphold* and *upset* should be brought out. *Set up* would be nearer in force to *uphold.*)

4. Add suffixes to the following words : *Despot ; wise ; govern ; just ; administer ; enter ; busy ; laugh ; precede ; state ; oppose ; intend ; appear.*

5. Turn the following adjectives and verbs into nouns : *Live ; say ; high ; determine ; true ; create ; think ; laugh ; just ; cover ; continue ; refuse.*

6. Explain the following pharses : (1) Bou-Akas held despotic sway over twelve tribes. (2) His cadis were men of the highest repute for integrity and wisdom. (3) He determined to judge in person as to the truth of the report. (4) Though he is just, he is not infallible. (5) Two trials had precedence of theirs. (6) The philosopher demanded her restoration. (7) He refused to dismount.

7. Tell the story of the butcher and the oil-seller.

A SMALL CATECHISM.

1. Why are children's eyes so bright?
Tell me why?
'Tis because the infinite,
Which they've left, is still in sight,
And they know no earthly blight—
Therefore 'tis their eyes are bright.

2. Why do children laugh so gay?
Tell me why?
'Tis because their hearts have play
In their bosoms every day,
Free from sin and sorrow's sway—
Therefore 'tis they laugh and play.

3. Why do children speak so free?
Tell me why?
'Tis because from fallacy,
Cant, and seeming, they are free,
Hearts, not lips, their organs be—
Therefore 'tis they speak so free.

4. Why do children love so true?
Tell me why?
'Tis because they cleave unto
A familiar, favourite few.
Without art or self in view—
Therefore children love so true

T. D'Arcy McGee.

THE SAGACIOUS CADI.

PART II.

De-cis'-ions, judgments.
Sub-jec'-tion, submission.
In-flict'-ed, given (*said of blows or punishment*).
Ad'-ver-sa-ry, enemy or opponent.
E'-quit-ab-ly, fairly and justly.
Re-put'-ed, generally believed.
Dex-ter'-i-ty, handiness (from Latin *dextera*, the right hand).*
Re-cog-nise', know among others.

1. The next day a large number of persons, in addition to those immediately interested, assembled to hear the cadi's decisions. The philosopher and the peasant were called first. 'Take away thy wife,' said the cadi to the philosopher, 'and keep her, I advise thee, in proper subjection.' Then turning toward an officer, he added, pointing to the peasant: 'Give this man fifty blows.' The command was instantly obeyed, and the philosopher carried off his wife. 2. Then came forward the oil-merchant and the butcher. 'Here,' said the cadi to the butcher, 'here is thy money. It is truly thine, and not his.' Then pointing to the oil-merchant, he said to an officer: 'Give this man fifty blows.' The punishment was inflicted, and the butcher went off in triumph with his money.

3. Bou-Akas and the cripple next presented themselves. 'Shouldst thou recognise thy horse among twenty others?' said the cadi to the sheik. 'Yes, my lord.' 'And thou?' to the cripple. 'Certainly, my lord.' 'Follow me,' said the cadi to the sheik.

4. They entered a large stable, and Bou-Akas pointed out his horse. 'It is well,' said the judge.

* A Frenchman, speaking of the clumsiness of an Englishman, once said: 'All his fingers are thumbs; and both his hands are left hands.'

'Return now to the tribunal, and send thine adversary hither.' The disguised sheik obeyed. The cripple hastened to the stable as fast as his distorted limbs could carry him. Having a quick eye and a good memory, he, without hesitation, placed his hand on the right animal. 5. 'It is well,' said the cadi; 'return to the tribunal.' When he arrived there he took his place on the judgment-seat, and waited till the cripple entered. He then said to Bou-Akas: 'The horse is thine; go to the stable and take him.' Then turning to the officer: 'Give this cripple fifty blows,' said he. The blows were given. The sheik went to take his horse.

6. When the cadi returned to his house, he found Bou-Akas waiting for him. 'What now brings thee hither?' asked the judge. 'Art thou discontented with my decision?' 7. 'No, quite the contrary,' replied the sheik. 'But I wish to know by what inspiration thou hast decided so justly; for I doubt not that the other two cases were decided as equitably as mine. I am not a merchant; I am Bou-Akas, thy sheik, in disguise, and I wished to judge for myself of thy reputed wisdom.' The cadi bowed to the ground before his master. 8. 'I am anxious,' continued the sheik, 'to know the reasons which determined thy three decisions.' 'Nothing, my lord, can be more simple. Thou sawest that I detained for a night the things in dispute?' 'I did.'

9. 'Well,' continued the judge, 'early in the morning I caused the woman to be called. "Put fresh ink in my inkstand," I said to her suddenly;

and, like a person who had done the same thing a hundred times before, she took the inkstand, removed the cotton, washed them both, put in the cotton again, and poured in fresh ink, and did it all with the utmost neatness and dexterity. So I said to myself: "A peasant's wife would know nothing about inkstands—she must belong to the philosopher."' 10. 'Good,' said Bou-Akas, nodding his head. 'And the money?' 'Didst thou remark that the oil-merchant had his clothes and hands covered with oil?' 'Certainly I did.' 'Well, I took the money and placed it in a vessel filled with water. This morning I looked at it, and not a particle of oil was to be seen on the surface of the water. So I said to myself: "If this money belonged to the oil-merchant, it would be greasy from the touch of his hands; as it is not greasy, the butcher's story must be true."'

11. Bou-Akas nodded in token of approval. 'Good,' said he. 'And my horse?' 'Ah, that was a different business, and until this morning I was greatly puzzled.' 12. 'The cripple, I suppose, did not recognise the animal.' 'On the contrary, he pointed him out immediately.' 'How then didst thou discover that he was not the owner?' 13. 'My object in bringing you separately to the stable was not to see whether thou wouldst know the horse, but whether the horse would know thee. Now when thou camest near him, the creature turned towards thee, and neighed with delight; but when the cripple touched him he kicked. Then I knew that thou wast truly his master.' 14. The sheik

stood a moment, and then said: 'Allah has given thee great wisdom. Thou oughtest to be in my place, and I in thine. And yet I know not; thou art certainly worthy to be sheik, but I fear that I should badly fill thy place as cadi.'

Dickens's Household Words.

QUESTIONS.—1. How did the cadi decide in the case of the philosopher's wife? 2. What did the peasant receive? 3. What was his judgment about the money? 4. Which of the two received fifty blows? 5. What did he tell the sheik to do? 6. And the cripple? 7. What judgment did he then give? 8. What did Bou-Akas now do? 9. What did he ask the cadi to tell him? 10. How did the cadi make up his mind about the philosopher's wife? 11. How about the butcher and the oil-seller? 12. And how about the horse? 13. What did the sheik then say to the cadi?

DICTATION.—Learn to write out every word in section 4.

EXERCISES.—1. Learn to spell the following words:

Sa-ga'-cious	Ad'-ver-sa-ry	E'-quit-ab-ly	Im-me'-di-ate-ly
As-sem-bled	Ar-rived'	Dex-ter'-i-ty	Sep'-a-rate-ly
Phi-los'-o-pher	De-cis'-ion	Puz'-zled	Neighed

2. Parse every word in the following sentence: The cadi, pointing to the oil-merchant, said: 'Give this man fifty blows.' (*Pointing*, a present participle, used as an adjective, and qualifying *cadi*. *Give*, the second person singular imperative of *give, gave, given*; its nominative is *thou* understood.)

3. Add prefixes to the following words: *Hear; come; turn; place; wait; judge; move; cover; stand.*

4. Add suffixes to the following words: *Subject; office; carry; punish; recognise; arrive; five; decide; three; cover; point; discover.*

5. Explain the following phrases: (1) Keep her in proper subjection. (2) The punishment was inflicted. (3) He shewed no hesitation. (4) The other cases were decided as equitably as mine. (5) I detained for a night the things in dispute. (6) Bou-Akas nodded in token of approval.

6. As a short composition, state the way in which the cadi made up his mind in the three cases.

Garden-spider and Web.

SPIDERS.

In-dus'-tri-ous, hard-working.
Ver'-dict, judgment.
Struc'-ture, build or make.
Va'-grant, wanderer.
In-te'-ri-or, inside.
Ex-tend'-ed, stretched.
Re-treat', place to withdraw into.
In'-ter-vals, spaces between.
Fil'-a-ments, threads.
At-tach'-ing, fastening.
Par'-a-chute, a machine like a very large umbrella for descending safely from a balloon.
Fe-ro'-cious, very fierce.
For'-tress, place made strong for war.
Dis-mis'-sing, sending away.

1. The spider has unluckily got a bad name; and a bad name, as all of us know, is easy to get, but

very hard to get rid of. 'Only a spider, nasty thing!' one hears constantly said, and then the life is crushed out of an ingenious and industrious creature, which is not only quite harmless but actually useful. Yes! strange as some people may think it, the spider is really a very useful animal, as we should find out to our cost if we could really succeed in destroying the race, as fortunately we never can. 2. It is not only the odd house-flies that the spider kills, though doubtless this is something; but we owe to him the destruction of numerous insects that would inflict on us the most serious injury, and would multiply beyond conception if their natural enemies were removed. Even as it is, and in spite of the help of innumerable spiders, as well as birds, farmers sometimes lose very large sums of money by the damages inflicted upon their crops by particular kinds of small insects. 3. Spiders present many points of great interest, and it is well that everybody should know a little about them. To begin with, then, they are not insects at all, though to some extent related to them. All insects, as can easily be found out, have six legs, three on each side, and have a pair of feelers on the top of the head; and most of them have either two or four wings. On the other hand, all spiders have four legs on each side, or *eight* legs altogether, and they have neither wings nor a pair of feelers. There are other differences between spiders and insects, but those just mentioned are the most important.

4. Spiders all live upon animals which they

catch for themselves. Most of them are content with flies and other small insects, but some of the gigantic spiders of hot countries are able to catch and kill small birds. 5. Some spiders are regular vagrants, and travel about everywhere, hunting for the insects upon which they feed; but most of them have settled habitations, and stay in a single spot. Usually the spider not merely builds a house for himself, but constructs close beside it a net or *web* in which he catches his prey. This can be seen any day in the case of the common house-spider or of the pretty garden-spider.

6. In the building of their houses and webs, the spiders use certain silken threads, which they manufacture in the interior of their own bodies. These threads are differently arranged by different spiders. The common house-spider, for example, makes its web in the form of a sheet extended across the corner of a room, from wall to wall; and in the corner it spins a dark funnel-shaped retreat which it uses as its abode. 7. Here it waits patiently till some fly gets entangled in the threads of the net, and then it rushes out of its den, puts the fly out of its misery with a bite from its powerful jaws, and then proceeds to feed upon its victim. The web of the common garden-spider, again, is a very beautiful structure, being composed of threads arranged like the spokes of a wheel, crossed at intervals by spiral filaments.

8. The silken threads of the spider, though they are so delicate that we can just see them, are nevertheless in reality composed of numerous

threads twisted together. Each thread, therefore, is a kind of cable, composed of very many strands.

Spinnerets of Spider magnified.

Spiders not only use their silk for building their houses and their webs, but also for many other purposes. 9. When they wish to let themselves drop from the ceiling or from the top of a tree, they do so with the utmost ease and safety by spinning a single thread and attaching it to their point of starting. The little gossamer-spiders, which are so common in this country in autumn, and which are no bigger than the head of a good-sized pin, perform considerable journeys through the air by means of their silken cords. 10. Their way of ascending into the air is curious. Gathering all their feet together, they turn up the spinnerets, from which shoot forth several threads of silk; these spread like a parachute, and float about the tiny creature, which is wafted away by the first breath of wind, and is soon out of sight.

11. Spiders fight a good deal amongst themselves, the one which is conquered in battle being generally eaten by the victor. Though naturally of a ferocious disposition, spiders can, however, be tamed by sufficient care; and a poor prisoner who was shut up in a fortress, once succeeded in making a spider so tame, that it would come to him whenever he called it, and would eat a fly out of his hand.

12. The hunting-spider, sometimes called also the zebra-spider from its boldly marked stripes, is very common, and in the summer-time it may be seen on almost every wall, and on the trunks of trees, hunting for its prey. When it sees a fly or insect which it thinks suitable for food, it sidles quietly in the direction of its victim, always on the watch, and ever drawing nearer and nearer, until it suddenly springs upon it, and rolls over and over in a short struggle, out of which it comes victorious with the dead fly firmly fixed in its grasp. 13. In many species, the male spider is much smaller than the female; and when a male pays his addresses or shows any attentions to a female, and she does not like him, she is not content with merely dismissing him, but sometimes turns suddenly round and eats him up.

SUMMARY AND NOTES.

1. Spiders are often spoken of as insects, but they are really different from the true insects, though they are related to them. If you look at an insect, such as a beetle or a fly, you will see that it has three legs on each side of its body, and one or even two pair of wings. On the other hand, a spider has four legs on each side of its body, and it never has any wings. 2. A spider has a pair of sharp and pointed jaws, which are connected with a little bag of poison that is placed near them. When the spider bites a fly, a drop of this poisonous fluid is forced into the wound, and the fly soon dies. 3. Spiders spin a kind of delicate silk, out of which they construct a web for the purpose of catching insects. This silk they also use in building their houses, and for other purposes. 4. Spiders live entirely upon animal food, and all our ordinary spiders catch insects, upon which they feed. In

hot countries, however, there are spiders big enough to catch and kill small birds.

QUESTIONS.—1. In what way are spiders useful? 2. Tell me about the poison which spiders carry about with them. 3. In what countries is their bite dangerous to human beings? 4 Tell me the differences between a spider and an insect. 5. On what do spiders live? 6. Describe the houses and nets of the spider. 7. Tell me the shape of the web of the garden-spider. 8. Describe the spider's thread. 9. For what other use is the spider's thread, besides weaving nets? 10. How do gossamer-spiders travel? 11. What generally happens when spiders fight? 12. Tell me about the spider tamed by a prisoner. 13. Describe the action of the hunting-spider. 14. When a female spider does not like the male spider, what does she sometimes do?

DICTATION.—Learn to write out section 8.

EXERCISES.—1. Learn to spell the following words:

Act'-u-al-ly	Poi'-son-ous	Va'-grants	Jour'-neys
Suc-ceed'	Ab'-so-lute-ly	In-te'-ri-or	Spin'-ner-ets
In-num'-er-a-ble	Feel'-ers	Pa'-tient-ly	Ad-dres'-ses

2. Parse the following sentence: Spiders use silken threads, which they manufacture in the interior of their own bodies.

3. Give the principal parts of the following verbs: *Shall; can; bite; find; say; take; know; eat; make.*

4. Turn the following adjectives and verbs into nouns: *Hot; destroy; construct; compose; feed; big; conquer; strong; hunt; spring; lose; content.*

5. Explain the following phrases: (1) Farmers lose large sums of money by the damages inflicted upon their crops by insects. (2) Spiders may be said to be absolutely harmless as far as man is concerned. (3) Some spiders are regular vagrants. (4) The web of the garden-spider is composed of threads arranged like the spokes of a wheel. (5) Spiders are of a ferocious disposition.

6. Write a short composition on 'The Spider' from the following heads: (1) The spider destroys insects that injure the crops. (2) Its poison-bag. (3) Differences between a spider and an insect. (4) A spider's house. (5) How the hunting-spider hunts.

A TALE OF WAR.

A POEM IN PROSE FORM.

A grandfather, and his grand-daughter who has not long been married, are sitting waiting for news of the young woman's husband, who is fighting a battle at that very moment. The young husband is slain; the grandfather dies of grief in the spring; and the young wife now sits alone by the fireside in silent sorrow.

Fal'-ter-ing, weak and breaking. | Pal'-lid, very pale.

1. The apples are ripe in the orchard, the work of the reaper is done, and the golden woodlands redden in the light of the dying sun. At the cottage door the grandsire sits, pale, in his easy-chair, while the gentle wind of twilight plays with his silver hair.

2. A woman is kneeling beside him—a fair young form is pressed, in the first wild passion of sorrow, against his aged breast. And, far from over the distance, the faltering echoes come of the flying blast of trumpet and the rattling roll of drum.

3. Then the grandsire speaks, in a whisper: 'The end no man can see; but we give him to his country, and we give our prayers to Thee.' . . . The violets star the meadows, the rose-buds fringe the door, and over the grassy orchard the pink-white blossoms pour.

4. But the grandsire's chair is empty, the cottage is dark and still; there 's a nameless grave on the battle-field, and a new one under the hill. And a pallid, tearless woman by the cold hearth sits alone, and the old clock in the corner ticks on with a steady drone.

AN ADVENTURE.

Be-lat'-ed, made late (by the too soon coming on of darkness).
Snap'-ping, breaking sharp across.

1. High up on the lonely mountains,
The Indians watched and waited,
There were wolves in the forest, and bears in the bush,
And I on my path belated.

2. The rain and the night together
Came down, and the wind came after,
Bending the props of the pine-tree roof,
And snapping many a rafter.

3. I crept along in the darkness,
Stunned and bruised and blinded—
Crept to a fir with thick-set boughs,
And a sheltering rock behind it.

4. There, from the blowing and raining,
Crouching, I sought to hide me;
Something rustled, two green eyes shone,
And a wolf lay down beside me.

5. There, we two, in the storm and wind:
I and the wolf together,
Side by side, through the long, long night,
Hid from the awful weather.

6. His wet fur pressed against me;
Each of us warmed the other;
Each of us felt, in the stormy dark,
That beast and man was brother.

7. And when the falling forest
No longer crashed in warning,
Each of us went from our hiding-place
Forth in the wild, wet morning.

Bayard Taylor.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 6.—Line 1: The words *wet* and *fur* must each be accented; say *his* wét fûr.—Line 2: No accent on *of!*

VERSE 7.—Line 1: No accent on *when!*

QUESTIONS.—1. What happened (to the man who tells the story) up among the mountains? 2. When the night came, what sort of weather met him? 3. What sort of wind was blowing? 4. Where did the traveller creep to? 5. What did he see there? 6. What beast lay down beside him? 7. What did they do to each other? 8. What did they do in the morning?

DICTATION.—Learn to write out verse 4.

EXERCISES.—1. Learn to spell the following words:

Mount'-ains	Be-lat'-ed	Bruised	Weath'-er
Wolves	Stunned	Crouch'-ing	Pressed

2. Parse all the words in the following lines:

Something rustled, two green eyes shone,
And a wolf lay down beside me.

3. Make nouns out of the following verbs and adjectives: *High; lonely; blind; blow; lay; warm; feel.*

4. Give the principal parts of the following verbs: *Come; creep; hide; seek; shine; feel.*

5. Explain the following phrases: (1) I was belated on my path. (2) I sought to hide me. (3) The falling forest no longer crashed in warning.

6. Tell the above story, in prose, from the following outline: (1) A man was overtaken by the night and a storm of wind among the mountains. (2) He took shelter behind a rock which stood beside a fir-tree. (3) A wolf lay down beside him. (4) They kept each other warm. (5) They parted without hurting each other, when the morning came.

A HERO.

Fuse, a thin tube with slow powder in it to set fire to a charge.

Ve'-he-ment-ly, with great vigour.
Re-signs', gives up.
Ex-plo'-sion, blowing up.

1. In a certain Cornish mine, two men, deep down in the shaft, were engaged in putting in a shot for blasting. They had completed their purpose, and were about to give the signal for being hoisted up. One at a time was all the assistant at the top could manage, and the second was to kindle the fuse, and then mount with all speed.

2. Now it chanced, while they were still below, that one of them thought the fuse too long. He accordingly tried to cut it shorter. Taking a couple of stones, a flat and a sharp, he succeeded in cutting it the required length; but, dreadful to relate, he kindled it at the same time, while both were still below! 3. Both shouted vehemently to the man at the windlass; both sprang into the bucket. The man could not move it with both in it.

Here was a moment for poor Miner Jack and Miner Will! Instant, horrible death hangs over them. Will generously resigns himself. 'Go aloft, Jack; sit down; away! in one minute I shall be in heaven!'

4. Jack bounds aloft, the explosion instantly follows, bruising his face as he looks over, but he is safe above ground.

And what of poor Will? Descending eagerly, they find him, as if by miracle, buried under rocks

which had arched themselves over him. He is little injured. He too is brought up safe. Well done, brave Will!

Carlyle.

QUESTIONS.—1. Where were the two men mentioned in this story? 2. What were they doing? 3. How many at a time could the man at the top haul up by the windlass? 4. What came into the mind of one of them? 5. What did he do to the fuse? 6. Tell me how he cut it. 7. What happened? 8. What did both of them do? 9. What did they find? 10. What offer did Will make? 11. What happened to Jack as he went up? 12. How was Will found when they went down to look for him?

DICTATION.—Learn to write out section 2.

EXERCISES.—1. Learn to spell the following words:

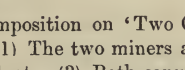
Cer'-tain	As-sist'-ant	Ve'-he-ment-ly	Re-signs'
Blast'-ing	Man'-age	Wind'-lass	Mir'-a-cle

2. Parse the words in the following sentence: In a certain Cornish mine, two men were engaged in blasting.

3. Add prefixes to the following words, and give their force and meaning: *Engaged; complete; manage; mount; safe; chance; generous.*

4. Explain the following phrases: (1) The men were engaged in blasting. (2) They had completed their purpose. (3) Both shouted vehemently. (4) Will generously resigns himself. (5) The explosion follows.

5. Write a short composition on 'Two Cornish Miners' from the following heads: (1) The two miners are blasting. (2) One lights the fuse by accident. (3) Both cannot go up at the same time. (4) Will offers to stay. (5) The explosion comes, but he is safe!



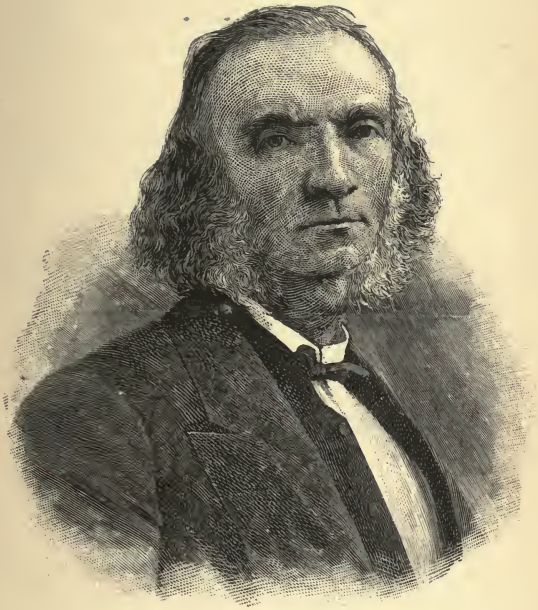
LOVE'S WITHERED WREATH.

Ar'row-sheaf, bundle of arrows.
Cor onal, a crown.
Cloy, to glut, to satiate.
Distil, to let fall in drops.
Gar'land, a wreath of flowers for the head.
O'dorous, sweet-smelling.
Prank, sport.
Revel, merriment.
Staid, sober.
Stark, stiff, rigid.
Trist'fully, sadly.
Wend, to pass.

1. Stretched all his length upon a sunny bank,
A youth lay plucking at the flowers around,
The which he flung about in childish prank
Until half buried in the flowery mound,
Whose odorous blossoms littered all the ground;
And then in wayward mirth he strove amain,
All laughingly, the leaves to gather up again.

2. Then sitting down with staid and serious face,
He set himself to twine a rosy wreath;
Yet still inconstantly would join the chase
If chanced a butterfly to cross the heath;
Yet back would laughing come all out of breath,
And set himself to task, with serious air,
His wreathed coronal of flowers to weave and wear.

3. And so time wended with the merry boy,
All through the changes of a summer's day;
Yet seemed the lonely revel not to cloy,
But still by fits he laughed and fell to play,
Then gravely platted at the flowers away,



Dan. Wilson

Until, alternate daisy, brier, and heath,
He knit into a band, and crowned himself therewith.

4. Whereat he rose, and looked about him then,
Spying the lengthening shadows of the eve,
And seemed as one unconsciously o'erta'en,
And gathering up a bow and arrow-sheaf,
That lay half-buried beneath flower and leaf,
He turned him toward the sun's declining light,
And spread, in haste, his wings, prepared for homeward flight.

5. Then first, all stern and stark, there met his eye,
An aged man, that had been looking on,
At sight of whom he gazed full tristfully,
And snatched it off, and strove to hide his crown,
Whereat Death sternly claimed it for his own,
'Earth's flowers are mine!' he said, 'even Love's own wreath
Fades to a royal garland for the brow of Death!'

6. Upon whose touch, the flowers, as struck by blight,
Dropped from his hand, all withered to the ground,
Which Love picked up, and weeping at the sight,
He smoothed the shriveled leaves, and waved it round,
Then clasped it to his breast, and with a bound,
Sprung from the earth, and, soaring, heavenward flew,

While the dead leaves distilled such fragrant dew,
That all the air was filled with odours they out-threw.

Dr. Wilson.

NOTE.—"Love" is here a proper name, used for "Cupid," who, in ancient mythology, is the god of love. He is represented as a winged boy, armed with a bow and a quiver of arrows.

Explain the following: (1) The which he flung about. (2) He strove amain. (3) Incontantly would join the chase. (4) Yet seemed the lonely revel not to cloy. (5) But still by fits he laughed. (6) Spying the lengthening shadows of the eve. (7) The dead leaves distilled such fragrant dew. The air was filled with odours they out-threw.

DIRECTIONS AND CAUTIONS FOR READING.

The spirit of the first four stanzas is cheerful and animated, but not boisterous; and the reading must be in harmony, the voice pure toned and the time moderate, or the allegro of music.

VERSE 1.—The pause in line 1 will prevent the sing-song, and emphasis on *youth* and lesser emphasis on *flowers* will mark the two leading objects in the picture. The pause after the first word in the following lines, with a slight suspension of the voice on the preceding word, will prevent sing-song.

VERSE 2.—Emphasise *butterfly*.

Read verses 3 and 4 with increased liveliness (allegro). Emphasise *crowned* in verse 3.

VERSE 5 requires deeper and fuller tones and slower time. The spirit of this stanza is solemn and stern, and the quotation *Earth's flowers* to *Death* must be read with increased force, with emphasis on *Earth's*, *mine*, and *Love*, and a rising inflection on *Death*, as it suggests implied antithesis. Read *he said* lower and faster.

VERSE 6.—Less sternness; change to softer and to tremulous tones, especially on *withered* and *weeping*. Line 5 to the end, change to more animated and swelling tones, a degree higher in pitch, as the spirit of this part of the verse suggests triumph and joy.

THE TIGER.

Attract', draw.
For'midable, to be greatly feared.
Incess'ant, never ceasing.
Pest, trouble.
Lair, the place where a wild beast lies.
Rel'ish, liking.
Struc'ture, formation.

1. The tiger, like the lion, is a gigantic cat; and it may fairly dispute the claim of the lion to be called the 'king of beasts.' The 'royal tiger,' as it is often called, is found in India, Southern Asia, and in the large islands of the Indian Archipelago; and it is fully the equal of the lion in strength and activity, whilst it rivals it in courage and beauty. 2. Its fur has a bright tawny yellow

ground, on which deep black perpendicular stripes are placed; and its long tail, which is whiter than the body, is banded with similar dark black rings. These stripes harmonise so well with the dusky jungle-grass, that the grass and the fur can hardly be distinguished, and it is sometimes almost trodden on before it is seen. Unlike the ordinary male lions, the tiger has no mane. 3. In the structure of its body and in its habits, the tiger is a true cat, and you can form an excellent idea of it by simply imagining a common cat enlarged to many times its present size. Like all the cats, it walks upon the tips of its toes; and this renders its movements particularly graceful and springy, at the same time that they are light and noiseless. Its claws can be thrust out when required, and are protected within sheaths of the skin when there is no occasion for using them; and the tongue is quite rough. 4. Like the other members of the cat tribe, the tiger creeps softly and stealthily upon its intended victim, upon which it at last suddenly pounces with a terrific bound. It is active both by day and by night; and it ordinarily lives upon cattle, horses, deer, and other harmless animals. 5. Some tigers, however, acquire so strong a relish for human flesh, that they are called 'man-

Head of Bengal Tiger.

eaters,' and they hunt men in preference to all other animals. Hundreds of human beings are killed and eaten by these savage beasts every year in the countries in which they live.

6. The people of India wage an incessant war upon the tiger, and adopt all kinds of ways of ridding themselves of this formidable pest. Sometimes they set traps for it; at other times the hunter builds himself a little platform high up in the trees, and then, waiting for the tiger to pass below, shoots him in perfect safety; but perhaps the commonest way is to call in the aid of the elephant. 7. In this method of killing the tiger, the hunters are mounted upon elephants; these gigantic animals having a mortal hatred to the tiger, and being able, when necessary, to defend themselves from the attack of their formidable foe. Each elephant carries a driver, and one or more sportsmen; and a hunting-party may require ten, or even a score of elephants. 8. The party is also accompanied by a number of unarmed natives, whose business it is to clear the way through the thick grass and bushes of the jungle, and to rouse the tiger from its lair. Hunting the tiger in this way is very exciting sport.

9. Though naturally such a ferocious animal, the tiger, like the lion, can be tamed, if its education be commenced in early life, and it be invariably treated with kindness. Tame tigers know their keepers quite well, and are often very fond of them; and they can be taught to do different kinds

of tricks. 10. The tiger, however, has at best a very uncertain temper; and to go into its cage is dangerous, even to those whom it knows best. There are, however, a few cases known in which Hindus have succeeded in taming tigers so completely that there was no necessity for confining them in cages, as they would follow their masters about like affectionate dogs.

11. Tigers frequent the spots where animals such as spotted deer abound. The chief weapons of the tiger are his very large feet; for a blow with one of his sledge-hammer paws will fell to the ground a large ox. His claws are like small sickle-shaped knives, and they cut like razors.

12. There are many ways of entrapping a tiger. The natives of Oude take a number of broad leaves, smear them with bird-lime, and strew them in the path of the blood-thirsty animal. If he puts his paw on but one of these innocent-looking leaves, his fate is sealed. He tries to shake it off, he rubs it against his face, he besmears his nose and eyes with it, and glues the eyelids together; he treads on a few more leaves and gets into a rage; he rolls about and rubs his face on the ground; he tears up the earth with his claws; till at last, a mass of leaves and bird-lime, his roars attract to the spot a number of men armed with guns and spears and darts, who quickly put an end to their maddened foe. 13. Others dig a pit in the ground near the lair of a well-known tiger, tether a goat to a stake in the centre of the pit, and place

a small stone in one of the goat's ears. This stone causes the poor goat to cry piteously; and his cries attract the tiger, who tries to hook out the goat with one of his paws. This is unsuccessful, and he keeps walking round and round the pit; while the hunters who are in concealment near, take steady aim with their guns and quickly lay him dead upon the spot.

SUMMARY AND NOTES.

1. The tiger is a 'beast of prey,' and belongs to the family of the 'cats.' It is a very close relative of the lion, from which it is principally distinguished by the fact that the skin is marked with bright black stripes, and the male has no mane. 2. Its structure and habits are quite like those of the lion. It walks noiselessly upon the tips of its toes, and it springs upon its prey from a distance. Its sharp claws are drawn back under the skin when not in use, and its tongue is so rough that the animal can use it as a rasp or file for scraping the meat off bones. 3. The royal or Bengal tiger is the only kind of tiger in the world, and it is found in India, in Java, Sumatra, and in some of the other neighbouring regions. Like the lion, it is simply injurious to man, and is of no use whatever to human beings. Its skin is looked upon as an ornament.

QUESTIONS.—1. Where is the royal tiger found? 2. Describe its appearance. 3. How are the colours of its hide useful to it? 4. To what family of beasts does it belong? 5. How does it walk? 6. How does it seize its prey? 7. What does it live on? 8. How do the people of India try to shoot it? 9. How is it hunted? 10. How can a tiger be tamed? 11. What are the chief weapons of the tiger? 12. How do the natives of Oude entrap the tiger? 13. Describe the way in which the tiger is attracted by a goat.

DICTATION.—Learn to write out section 1.

EXERCISES.—1. Learn to spell the following words:

Tawn'-y	Stealth'-i-ly	In-ces'-sant	Fe-ro'-cious
Per-pen-dic'-u-lar	Or'-di-na-ri-ly	Ac-com'-pa-nied	In-va'-ri-a-bly
Im-ag'-in-ing	Pref'-er-ence	Suc-ceeds'	Pit'-e-ous-ly

2. Parse all the words in the following sentence: Tigers frequent the spots where animals such as spotted deer abound. (*Where* is an adverb, modifying *abound;* but it also joins together two sentences, and may therefore be called a *conjunctive adverb*, or an *adverbial conjunction.*)

3. Give the principal parts of the following verbs: *May; have; creep; eat; sit; set; shoot; give; feed; sing.*

4. Turn the following verbs and adjectives into nouns: *Fair; dispute; equal; strong; active; construct; enlarge; require; live; adopt; build; able; excite; describe; move.*

5. Explain the following phrases: (1) The tiger may fairly dispute the claim of the lion to be called the king of beasts. (2) In the structure of its body it is a true cat. (3) It creeps stealthily upon its intended victim. (4) The tiger, to be tamed, must be invariably treated with kindness.

6. Write a short composition on 'The Tiger' from the following heads: (1) Where he lives. (2) His appearance. (3) He is a cat. (4) What he lives on. (5) How he is killed. (6) How he is trapped.

CANADIAN BOAT-SONG.

1. Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time.
Soon as the woods on shore look dim,
We'll sing at St. Anne's our parting hymn.
Row, brothers, row, the stream runs fast,
The Rapids are near and the daylight's past.

2. Why should we yet our sail unfurl?
There is not a breath the blue wave to curl;
But when the wind blows off the sh re,
Oh! sweetly we'll rest our weary oar.
Blow, breezes, blow, the stream runs fast,
The Rapids are near and the day ight's past.

3. Ottawa's tide! this trembling moon
Shall see us float over thy surges soon.
Saint of this green isle! hear our prayers,
Oh, grant us cool heavens and favouring airs.
Blow, breezes, blow, the stream runs fast,
The Rapids are near and the daylight's past.

Thomas Moore.

NOTE.—This song is supposed to be sung by *voyageurs* going down the Ottawa. St. Anne's is a village on that river twenty-two miles by rail above Montreal.

DIRECTIONS AND CAUTIONS FOR READING.

The whole poem ought to be read very slowly, and with deep, tranquil feeling.

VERSE 2.—Line 1: Very slight emphasis on *yet*.

VERSE 3.—Line 1: The accent is ordinarily placed on the first syllable of *Ottawa*, but *Ot-ta'-wa* is the local French pronunciation, and the poet has here adopted it. Line 3: The two words *green isle* must each have ar accent. Line 4: Place the proper emphasis (or sense accent) on *cool*.

THE FOX.

Per'-se-cut-ed, followed for purposes of cruelty.
Of'-fer any se'-ri-ous re-sist'-ance, shew any real fight.
Con-cealed', hidden.
For'-mid-a-ble, terrible.
En-dowed', gifted with.
Re-trace', go back upon.
Ex-trem'-i-ty, last shift.
De-vice', trick.
Se-cured', made sure of.
Strat'-a-gem, trick (a term mostly used in war).
Ac-quired', got.

1. 'As cunning as a fox,' is an old saying, and there is great truth in it, for the fox is one of the most cunning and clever of all wild animals. It has certainly need to be cunning, for there are few animals more persecuted, or harder put to it to

make their brains save their lives. 2. To find half a hundred men in red coats, mounted upon swift horses, and accompanied by as many active and keen-smelling hounds, all eager for one's blood, would sharpen the intelligence of any animal; and this is a trial to which foxes in this country must by this time be quite accustomed. No one, therefore, can blame the fox if it uses every means in its power to defeat the objects of its persevering pursuers.

3. The fox is a near relative of both the wolf and the dog, but it differs from them in having the pupils of the eyes in the form of straight slits like those of cats, whereas in wolves and dogs they are round. The fox has also a very bushy tail, which fox-hunters call the "brush," and to which they attach a high value. 4. The common fox of England resembles a shepherd's dog, except that it is of a yellowish-red colour above and white below. Its ears are triangular in shape, and are exceedingly sensitive to sound. It has a sharp-pointed nose, and it generally lives in burrows, or "earths," as they are sometimes termed, which it either makes for itself among the roots of large trees, or seizes by force from the rabbit. The young are odd little snub-nosed creatures, very playful.

5. The fox is in no way dangerous to man, though of course it will bite if it be brought to bay. Indeed, foxes never attack animals which are capable of offering any serious resistance. 6. In the daytime, they lie concealed either in their earths or in dense brushwood; but at night they

come out and hunt for food. They live chiefly upon rabbits, hares, partridges, grouse, and domestic fowls; they are amongst the most formidable enemies of the farmer's poultry-yard.

7. In the mountainous districts of Scotland, where it is impossible to hunt the fox on horseback, these animals are very abundant, and are periodically hunted on foot by shepherds, who shoot and otherwise destroy them by the aid of their dogs. The foxes thus destroyed are termed hill-foxes, and are most destructive to lambs. It is therefore not considered unsportsmanlike to shoot the hill-fox. Foxes would have been long ago completely exterminated in the more level parts of our country, had they not been strictly preserved; great care being taken that a fox shall not meet its death in any other than the proper and approved fashion. 8. This consists in hunting it by the aid of hounds regularly trained for the purpose: this mode of chase being rendered possible by the fact that the fox is endowed with an odour so strong that he can never get rid of it, and dogs of quick scent can in this way follow his flying footsteps across a whole country. 9. The fox, it need hardly be said, uses every possible means to throw the hounds off the scent, for he is aware that, if it is to be merely a question of which will run the longest, he is perfectly certain to be caught. He turns suddenly to one side in his course, or even retraces his steps for some distance, and then leaps off in some new direction; or he crosses some piece of water; or,

if reduced to the last extremity, he takes refuge in some burrow or drain. He will even take refuge

Huntsman and Fox-hounds.

in a cottage, much to the surprise of the inmates. In spite of all his devices, however, it generally happens that in the end he falls a victim to his numerous and persevering enemies.

10. There are many stories of the cunning of the fox. A tame one that was kept in a stable-yard was on quite friendly terms with the dogs; but the cats could not bear the smell of him. The crafty animal soon found this out, and made use of his knowledge to cheat them of their breakfast. As soon as the cats' allowance of milk was poured out, he would run up and walk several times round and round the saucer, so that the ground might be tainted with the scent. None of the cats would

come near it; and Mr Reynard had the milk for his own breakfast. 11. When this trick was discovered, the milk was put in a place which he could not approach. But necessity is the mother of invention; and Reynard secured his supply of milk by another stratagem. When the dairy-maid was crossing the yard with her pails, he would run and brush himself against one of them; and the milk thus acquired so strong an odour that the maid durst not carry it into the dairy. This trick was continued, until the spoiled milk was given to the pigs; after which he saw that the trick was useless.

SUMMARY AND NOTES.

1. The fox is a close relation of the dog and the wolf; but it has a bushy tail, and the pupil of its eye is like that of the cat in being a straight slit in the daytime. Like the dog, wolf, and cat, it walks on the tips of its toes. 2. Foxes of various species abound in almost all parts of the world, and some of them are highly valued for the sake of the beautiful furs which they yield. The common red fox of Britain is also considered an important animal, because it affords a good deal of sport when hunted on horseback.

QUESTIONS.—1. Why does the fox need to be very cunning? 2. To what other animals is he closely related? 3. In what does he differ from the wolf? 4. What animal is the common English fox most like? 5. Describe his colour, his ears, and his nose. 6. Where does he live? 7. What sort of creatures are the young? 8. What does the fox feed on? 9. Why have not foxes been cleared out, like wolves? 10. How does he escape from the hounds? 11. Tell the story of the fox and the cats' breakfast. 12. Tell the story of the fox and the dairy-maid.

DICTATION.—Learn to write out the last two sentences of section 9.

THE DOGS OF ST. BERNARD.

Av'alanche, a snow-slip, or a mass of snow and ice sliding down from a mountain to the valley below.
Benight'ed, overtaken by darkness.
Benumbed', without feeling.
Con vent, a house inhabited by persons who have left the world to live a life of prayer and serious thought.
Cour ier, a letter and message carrier,
Del'icacy, fineness, exactness.
Exer'tion, effort, attempt.
Feat u es, the different parts of the face.
Monk, one who lives in a convent or monastery.
Overwhe'med', crushed by something heavy or strong.
Pass, a passage between hills.
Recognise', to know again.
Res'cue, to save.
Sagac'ity, quick thinking, wisdom.

1. The convent of the Great St. Bernard is situated

near the top of the mountain known by that name, near one of the most dangerous passes of the Alps, between Switzerland and Italy. In these regions the traveller is often overtaken by the most severe weather. After a day of cloudless beauty, a storm sometimes comes on suddenly, making the roads impassable.

2. The hospitable monks, though far from rich, open their doors to every stranger that presents himself. To be cold, to be weary, to be benighted, are sufficient claims to comfortable shelter, a cheering meal, and their pleasant conversation. 3. But their attention to the distressed does not end here. They devote themselves to the dangerous task of searching for those unhappy persons who may have been overtaken by the sudden storm, and would perish but for their kindly aid. These brave men are assisted in their truly Christian work by a breed of noble dogs, whose sagacity has often enabled them to rescue the traveller from death.

4. Benumbed with cold, weary in the search for a lost track, stupefied by the intense frost, the unhappy man sinks upon the ground, and the snowdrift covers him from sight. It is then that the keen scent and the perfect training of these admirable dogs are called into action. 5. Though the perishing man may lie many feet beneath the snow, the delicacy of smell with which they can trace him gives a chance of escape. They scratch away the snow with their feet; they set up a continued hoarse and solemn bark, which

brings the monks and labourers of the convent to their assistance.

6. To provide for the chance that the dogs alone may succeed in discovering the unfortunate traveller, one of them has a flask of spirits round his neck, to which the fainting man may apply for support; and another has a cloak to cover him. These kind and noble exertions are often successful; and, even where they fail to restore him who has perished, the dogs discover the body, so that friends may be able to recognise and claim it; and such is the effect of the cold, that the dead features generally preserve their firmness for the space of two years.

7. One of these noble dogs was decorated with a medal in memory of his having saved the lives of twenty-two persons, who, but for his sagacity, must have perished. He died about the year 1816, in an attempt to guide a poor traveller to his anxious family. 8. The Piedmontese* courier arrived at St Bernard one very stormy season; he was trying to make his way to the little village of St Pierre, in the valley beneath the mountain, where his wife and children dwelt. The monks tried in vain to persuade him to change his mind, but he was resolved to reach his family at once. 9. They at last gave him two guides, each of whom was accompanied by a dog, of which one was the remarkable creature whose efforts had already saved so many persons from death. While

* Piedmont is the most north-westerly province of Italy.

descending the mountain from the convent to St Pierre, they were in an instant overwhelmed by an avalanche, which swallowed up also the family of the poor courier, who were toiling up the mountain in the hope of obtaining some news of their expected friend. They all perished.

Library of Entertaining Knowledge.

QUESTIONS.—1. From what does the convent of St Bernard take its name? 2. Where are the Alps? 3. Who live at the convent of St Bernard? 4. Mention some of their occupations. 5. Who are their skilful assistants? 6. How do the dogs trace the traveller who is lost in the snow? 7. When they find him, what do they do? 8. What do the dogs carry for the immediate use of the unlucky traveller? 9. How many persons did one dog save the life of? 10. How did he come by his death? 11. Where is Piedmont?

DICTATION.—Learn to spell and write out section 1.

EXERCISES.—1. Learn to spell the following words:

Trav'-el-ler	Be-numbed'	Scratch	Suc-cess'-ful
Be-night'-ed	Stup'-e-fied	Hoarse	Re-cog-nise'
Suf-fi'-cient	Del'-i-cac-y	As-sist'-ance	Av'-al-anche

2. Parse every word in the following sentence: The monks of St Bernard, assisted by their brave and noble dogs, have saved many unfortunate travellers.

3. Add prefixes to the following words: *Known; hospitable; open; presents; comfortable; pleasant; attention; able; covers; perfect; continue; claim; expected.*

4. Make nouns out of the following verbs and adjectives: *Situated; known; severe; hospitable; weary; comfortable, pleasant; devote; assisted; perfect; continued; solemn; provide.*

5. Give the meaning of the following phrases: (1) The traveller is often overtaken by severe weather. (2) Impassable roads. (3) They devote themselves. (4) The snowdrift covers him from sight. (5) Overwhelmed by an avalanche.

6. Write a short composition from the following heads: (1) For what purpose the dogs are kept. (2) Who keeps them. (3) How the dogs find lost travellers. (4) What they carry with them. (5) The most celebrated St Bernard dog.

DARE TO DO RIGHT.

Ablu'tion, the act of washing.
Tes'timony, open declaration.
Mo'tive, that which causes one to act.
Lea'ven, to make a general change, to imbue.
Subtle (*sut'-l*), artful, cunning.
Glim'mering, a faint view.

1. The little school-boys went quietly to their own beds, and began undressing and talking to one another in whispers: while the elder, amongst whom was Tom, sat chatting about on one another's beds, with their jackets and waistcoats off.

2. Poor little Arthur was overwhelmed with the novelty of his position. The idea of sleeping in the room with strange boys had clearly never crossed his mind before, and was as painful as it was strange to him. He could hardly bear to take his jacket off; however, presently, with an effort, off it came, and then he paused and looked at Tom, who was sitting at the bottom of his bed, talking and laughing.

3. "Please, Brown," he whispered, "may I wash my face and hands?" "Of course, if you like," said Tom, staring: "that's your washhand-stand under the window, second from your bed. You'll have to go down for more water in the morning if you use it all."

4. And on he went with his talk, while Arthur stole timidly from between the beds out to his washhand-stand, and began his ablutions, thereby drawing for a moment on himself the attention of the room.

5. On went the talk and laughter. Arthur finished his washing and undressing, and put on his night-

gown. He then looked round more nervously than ever. Two or three of the little boys were already in bed, sitting up with their chins on their knees. The light burned clear, the noise went on.

6. It was a trying moment for the poor, little lonely boy; however, this time he did not ask Tom what he might or might not do, but dropped on his knees by his bedside, as he had done every day from his childhood, to open his heart to Him who heareth the cry and beareth the sorrows of the child, and the strong man in agony.

7. Tom was sitting at the bottom of his bed unlacing his boots, so that his back was towards Arthur, and did not see what had happened, and looked up in wonder at the sudden silence. Then two or three boys laughed and sneered, and a big, brutal fellow, who was standing in the middle of the room, picked up a slipper and shied it at the kneeling boy, calling him a sniveling young shaver.

8. Then Tom saw the whole, and the next moment the boot he had just pulled off flew straight at the head of the bully, who had just time to throw up his arm and catch it on his elbow. "Confound you, Brown; what's that for?" roared he, stamping with pain. "Never mind what I mean," said Tom, stepping on to the floor, every drop of blood in his body tingling: "if any fellow wants the other boot, he knows how to get it."

9. What would have been the result is doubtful, for at this moment the sixth-form boy came in, and not another word could be said. Tom and the rest rushed into bed and finished their unrobing there,

and the old janitor had put out the candle in another minute, and toddled on to the next room, shutting the door with his usual, "Good night, gen'l'm'n."

10. There were many boys in the room by whom that little scene was taken to heart before they slept. But sleep seemed to have deserted the pillow of poor Tom. For some time his excitement, and the flood of memories which chased one another through his brain, kept him from thinking or resolving. His head throbbed, his heart leapt, and he could hardly keep himself from springing out of bed and rushing about the room.

11. Then the thought of his own mother came across him, and the promise he had made at her knee, years ago, never to forget to kneel by his bedside and give himself up to his Father before he laid his head on the pillow, from which it might never rise; and he lay down gently, and cried as if his heart would break. He was only fourteen years old.

12. It was no light act of courage in those days for a little fellow to say his prayers publicly, even at Rugby. A few years later, when Arnold's manly piety had begun to leaven the school, the tables turned: before he died, in the school-house at least, and I believe in the other houses, the rule was the other way.

13. But poor Tom had come to school in other times. The first few nights after he came he did not kneel down because of the noise, but sat up in bed till the candle was out, and then stole out and

said his prayers, in fear lest some one should find him out. So did many another poor little fellow.

14. Then he began to think that he might just as well say his prayers in bed, and then that it did not matter whether he was kneeling, or sitting, or lying down. And so it had come to pass with Tom, as with all who will not confess their Lord before men; and for the last year he had probably not said his prayers in earnest a dozen times.

15. Poor Tom! the first and bitterest feeling, which was like to break his heart, was the sense of his own cowardice. The vice of all others which he loathed was brought in and burned in on his own soul. He had lied to his mother, to his conscience, to his God. How could he bear it? And then the poor, little weak boy, whom he had pitied and almost scorned for his weakness, had done that which he, braggart as he was, dared not do.

16. The first dawn of comfort came to him in vowing to himself that he would stand by that boy through thick and thin, and cheer him, and help him, and bear his burdens, for the good deed done that night. Then he resolved to write home next day and tell his mother all, and what a coward her son had been. And then peace came to him as he resolved, lastly, to bear his testimony next morning.

17. The morning would be harder than the night to begin with, but he felt that he could not afford to let one chance slip. Several times he faltered, for the Devil showed him, first, all his old friends calling him "Saint," and "Squaretoes," and a dozen hard names, and whispered to him that his motives

would be misunderstood, and he would be left alone with the new boy; whereas, it was his duty to keep all means of influence, that he might do good to the largest number.

18. And then came the more subtle temptation "shall I not be showing myself braver than others by doing this? Have I any right to begin it now? Ought I not rather to pray in my own study, letting other boys know that I do so, and trying to lead them to it, while in public, at least, I should go on as I have done?" However, his good angel was too strong that night, and he turned on his side and slept, tired of trying to reason, but resolved to follow the impulse which had been so strong, and in which he had found peace.

19. Next morning he was up and washed and dressed, all but his jacket and waistcoat, just as the ten minutes' bell began to ring, and then in the face of the whole room he knelt down to pray. Not five words could he say—the bell mocked him; he was listening for every whisper in the room—what were they all thinking of him?

20. He was ashamed to go on kneeling, ashamed to rise from his knees. At last, as it were from his inmost heart, a still, small voice seemed to breathe forth the words of the publican, "God be merciful to me a sinner!" He repeated them over and over, clinging to them as for his life, and rose from his knees comforted and humbled, and ready to face the whole world.

21. It was not needed: two other boys besides Arthur had already followed his example, and he

went down to the great school with a glimmering of another lesson in his heart—the lesson that he who has conquered his own coward spirit has conquered the whole outward world; and that other one which the old prophet learned in the cave at Mount Horeb, when he hid his face, and the still, small voice asked, "What doest thou here, Elijah?" —that, however we may fancy ourselves alone on the side of good, the King and Lord of men is nowhere without his witnesses; for in every society, however seemingly corrupt and godless, there are those who have not bowed the knee to Baal.

22. He found, too, how greatly he had exaggerated the effect to be produced by his act. For a few nights there was a sneer or a laugh when he knelt down, but this passed off soon, and one by one all the other boys but three or four followed the lead.

Thomas Hughes.

NOTES.—1. This selection is made from "Tom Brown's School Days," a story based on the life of a school-boy at Rugby, one of the great Boarding Schools of England.

2. Dr. Thomas Arnold was master of Rugby for fifteen years. He is still regarded as a model for all teachers on account of the remarkable influence which he had over his boys, as the result of his sterling character, and the manly way in which he treated his pupils.

EXERCISES.—1. Explain the meaning of: (1) Overwhelmed with the novelty. (2) Open his heart to Him. (3) Flood of memories. (4) Bear his testimony next morning.

2. Write out in your own words the two lessons Tom learned, and describe the scene when Arthur knelt down to pray.

3. Parse the last sentence.

SNOW.

Au'burn, a pretty little town in Massachusetts, U S.
Chant icleer, the cock.
Er'mine, white fur of an animal of the weasel tribe.
Carra'ra, Carrara marble—that is, snow as white as marble. Carrara is a town in the north of Italy, celebrated for its marble quarries.
Gloam'ing, twilight.

1. The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

2. Every pine, and fir, and hemlock
Wore ermine too deep for an earl,
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl.

3. From sheds, new roofed with Carrara,
Came chanticleer's muffled crow;
The stiff rails were softened to swan's down,
And still fluttered down the snow.

4. I stood and watched by the window
The noiseless work of the sky,
And the sudden flurry of snow-birds,
Like brown leaves whirling by.

5. I thought of a mound in sweet Auburn,
Where a little headstone stood,
How the flakes were folding it gently,
As did robins the babes in the wood.

6. Up spoke our own little Mabel,
Saying, 'Father, who makes it snow?'

And I told of the good All-Father,
Who cares for us all below.

7. Again I looked at the snowfall,
And thought of the leaden sky
That arched o'er our first great sorrow,
When that mound was heaped so high.

8. I remember the gradual patience
That fell from that cloud like snow,
Flake by flake, healing and hiding
The scar of that deep-stabbed woe.

9. And again to the child I whispered,
'The snow that husheth all,
Darling, the merciful Father
Alone can make it fall!"

10. Then with eyes that saw not I kissed her,
And she, kissing back, could not know
That my kiss was given to her sister
Folded close under deepening snow.

Lowell.

DIRECTIONS AND CAUTIONS FOR READING.

Read verse 1 quietly and not fast.

Read verse 3 more lively and cheerfully.

VERSE 5: Begin in lower tones, marked by tenderness and pathos.

VERSE 6.—Line 2: Read *saying* soft and low, but read *Father* to *snow* a little louder and slower, but very gentle and childlike, then give the two succeeding lines more deeply and solemnly.

VERSE 9.—Lines 1, 2: Begin soft and low, the voice dwelling a moment on *Darling* with a rising slide; give *Father alone* emphasis.

VERSE 10: A tremulous emphasis on *kissed*; read lines 3 and 4 with increased tenderness and solemnity, with emphasis on *sister*, and render the last line the most solemnly of all.

HEALTH AND HOW TO RETAIN IT.

THE AIR AND ITS IMPURITIES.

Prop'agates, breeds.
Infec'tious, easily communicated.
Excre'tions, things thrown out.
Malig'nant, threatening death.
Vi'tiated, impure.
Contam'ination, defilement.
Ad'equate, sufficient.
Vi'ce Ver'sa, in reverse order.

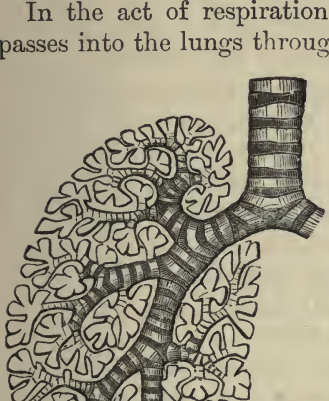
1. The object of Hygiene is the preservation of health. It should give to the people a knowledge of all those rules and regulations which tend to the development of the body, and its maintenance in a healthy and vigorous condition. It should also point out those errors and vices which make the human system an appropriate soil for the seeds of disease and death. In endeavouring to accomplish these ends, it should give instruction regarding the air we breathe, the water we drink, and the food we eat, as well as about exercise, sleep, sunlight, and all other agencies which sustain life.

2. In considering some of the impurities of air, water, and food, it should be remembered that all infectious diseases, such as typhus and typhoid fevers. diphtheria, measles, scarlet fever, cholera, small-pox, and yellow fever, are communicated from one person to another by very minute germs or seeds. Each disease has its own germ and propagates only its kind A typhoid germ produces typhoid, not scarlet fever, just as a grain of corn produces corn, and no other plant. 3. These germs escape from the lungs in expired air, and also from the skin, or in the excretions of the air passages, kidneys, or bowels of the diseased. They float unseen in

the air, or make their way into the water or food used by man, and thence into his blood where they multiply with enormous rapidity; and the effort of the system to relieve itself of these germs, constitutes the disease.

4. Atmospheric air is a mixture of 79 per cent. by volume of nitrogen, and nearly 21 of oxygen, with traces of carbonic acid, ammonia, and watery vapor.

In the act of respiration or breathing, the air passes into the lungs through the wind-pipe. This tube commences just below the root of the tongue, and runs down the front of the neck to the upper part of the chest. Here it divides into two branches, one leading to the right lung, and the other to the left. These branches divide and subdivide in the lungs many times, until they finally terminate in small cavities, named lobules, whose walls are lined with little depressions called cells.



Air tube and its divisions and subdivisions in the lung.

5. The walls of these cells are largely made up of very minute blood vessels whose coats, or cover-

a, last division of lung tube.
b, lung lobule or air sac.
c, *c*, *c*, *c*, air cells.

ings, are extremely thin; so thin that portions of the air readily pass through them into the blood, and certain impurities of the blood readily pass out into the air cells. The dark or venous blood which comes to them gives up (1st) carbonic acid; (2nd) watery vapor; (3rd) organic matter, and in exchange for these, takes oxygen from the air and thus becomes converted into bright-red or arterial blood. 6. It becomes purified. But what change does the air undergo?

1st. It loses oxygen.

2nd. It gains carbonic acid, the increase being from eighty to one hundred fold.

3rd. It gains watery vapor.

4th. It gains organic matter in an invisible form, which gives to respired air its disagreeable odor. With this constant loss of oxygen and increase of carbonic acid, air breathed by many persons in a close room, soon becomes injurious because it contains too much carbonic acid, and too little oxygen to convert the dark into the bright-red, or pure blood; consequently impure blood must circulate through the systems of those who breathe such air. 7. But blood supplies food to all parts of the body, and if impure, the food is impure, and the various organs are badly nourished, and there-

fore debilitated, and much more liable to disease, and if attacked by disease, it is sure to assume a more serious type; hence it is that almost all forms of fever delight to enter crowded and badly ventilated houses, and there take on their most malignant and fatal forms. This is equally true in regard to erysipelas, and diseases of the lungs, and more especially consumption. No more favorable element than a vitiated atmosphere could be chosen in which to develop this malady, and no better for hastening it to a fatal termination.

Magnified section of skin, showing sweat gland and duct.

8. It is estimated that there are in the skin 2 300,000 minute openings, or sweat pores. These are the terminations of small tubes which run into or through the skin, and end in coils which constitute the sweat glands. They secrete about two pints of perspiration during the twenty-four hours. This fluid mainly composed of water, holds in solution many impurities, which are poured out on the surface of the body, and some escape into the air and aid in no small degree in producing the disagreeable odor observable in crowded and badly ventilated rooms.

9. The decomposition of the contents of sewers and drains gives rise to many poisonous gases, which, being light, readily ascend from cellars or basements into the rooms of dwellings, and often take with them the germs which produce typhoid

and other fevers. These gases and germs are very readily absorbed by milk, meat, and other articles of diet, and by their use disease may be introduced into the system.

The effluvia arising from the decay of unburied carcasses, and the filthy accumulations of back-yards, are illustrations of impurities which result from animal and vegetable decomposition, and they often produce diarrhœa and dysentry.

10. The labor of the miner, of the stone-cutter, of the steel-grinder. etc., liberates minute particles of matter which are disseminated through the atmosphere. The dust particles pass with the air into the lungs and are deposited in the air tubes and air cells, producing various forms of lung disease.

Statistics fully demonstrate that of all ordinary causes of diseases none is so productive of sickness and death as impure air. How important, therefore, that every one should understand and put in practice the remedies, which are through ventilation and cleanliness! 11. Ventilation is the exchange of the impure air of a room or inclosure, for the pure, fresh air of the external atmosphere, and the main object to be attained is the greatest possible interchange of air, compatible with the safety of the occupants. The only danger which can arise from the too free admission of air is the possibility of producing a cold in the head, sore throat, or some such affection. This danger however is very far from being so great as many persons fancy; and may be overcome by di-

recting the incoming current of air towards the ceiling of the room, and by the use of additional fire and clothing.

12. In adopting means for the removal of impure air from a room or building, abundant facilities for its escape should be secured. This may be done by lowering the upper sash of a window, or even by raising the lower one, although the former is preferable; by a door standing ajar; by an open grate or open flue, communicating with a chimney of good draught; or by the construction of an air shaft or cylinder, terminating above the roof, and surmounted by a cowl and vane to direct its opening away from the wind, so that the impure air in it may readily escape. 13. In winter the pipe of a stove or furnace should pass up through the centre of the shaft, for the purpose of heating the contained air, so that it may the more readily ascend, and the more certainly withdraw the foul air from the room or building.

The apertures for the admission of impure air into the shaft should be near the ceiling.

Pure air may be admitted, through an open window, an open door, or variously constructed ventilating openings in the walls. In the use of any or all of these methods, two errors must be avoided.

14. *(a).* The temperature of the room must not be made uncomfortably low. The higher the wind and colder the air, the less should be admitted and *vice versa.* *(b).* Avoid the unpleasant effects of draughts, by directing the current of air towards the ceiling, or away from the occupants of the room.

This may be done by having all the ventilating openings in the walls terminate at the ceiling, by screens, by turning the inner edge of venetian slats upwards, or by any contrivance which the peculiarities of a particular case might suggest.

15. In winter, air may be supplied through various kinds of heating apparatus. For this purpose it should be free from all contamination, and conducted by tubes from without to stoves, furnaces, or better still to a chamber well supplied with coils of tubing filled with circulating hot water. When heated, the air ascends through conductors to the rooms requiring it. It may be necessary to employ machinery to force into large buildings a supply of air adequate to their wants.

16. The frequent, the daily use, of the bath is necessary to remove the impurities deposited on the surface of the body by the sweat-pores. The underclothing into which, perhaps, escapes the chief part of the perspiration, should be all removed on retiring to rest, for the purpose of being throughly aired or replaced by clean garments in the morning.

17. The injurious effects of sewage and drainage effluvia may be counteracted by the construction of sewers with abundance of fall if possible, with water traps completely separating them from the buildings, and provision for flushing or cleansing them at least every second day with abundance of water.

18. Board and plank floors for cellars are bad, because they afford a home beneath them for vermin and vegetable decomposition. A good floor may be

made by spreading over the bottom of the cellar coarse gravel, one foot in depth, and covering it with cement. The drain should commence at the lowest part of the gravel and have a good fall to its termination. 19. In cellars and basements, ample provision should be made for the free passage of currents of air, and for plenty of light. Cellars should not be black-holes.

The bodies of dead animals should be buried before they decompose, and the back-yards and all the surroundings of dwellings should be kept scrupulously clean.

20. Dust particles may be removed from the air by breathing it through the nostrils, and not through the mouth, or by securing over the mouth and nose a sponge, cotton batting, a silk handkerchief, or other porous substance which, whilst admitting the air, arrests the dust.

QUESTIONS.—1. How do infectious diseases spread? 2. Why is it necessary to have pure air to breathe? 3. State five ways in which air is made impure. 4. Name all the good methods of ventilating dwellings.

EXERCISE.—1. Learn to spell the following words and give their meanings:

Maintenance	Typhoid	Invisible	Vitiated
Agencies	Atmospheric	Debilitated	Cylinder
Diphtheria	Arterial	Erysipelas	Effluvia

2. Write a short composition describing the way in which air becomes impure in a close room with an audience in it, and explain the effects of breathing such air.

3. Give as many examples as you can of the fatal effects of breathing bad air.

ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An Angel writing in a book of gold:—
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said:
"What writest thou?"—The Vision rais'd its head,
And with a look made of all sweet accord
Answer'd, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the Angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The Angel wrote and vanish'd. The next night
It came again with a great wakening light,
And show'd the names whom love of God had bless'd,
And, lo! Ben Adhem's name led all the rest.

Leigh Hunt.

DIRECTIONS AND CAUTIONS FOR READING.

The quality of voice appropriate to this poem must be soft and effusive; the spirit cheerful but reverential and not too slow. In line 1, read the parenthesis lower and with warmth. Read lines 3 and 4 from *within* to *bloom*, lower and faster than the parts interrupted. Read line 8 and all succeeding questions and answers a little slower and with more fervour than the narrative parts. Read the questions of Abou Ben Adhem with reverence, and the answers of the Angel with gentle dignity. In line 11 give emphasis to *mine*, and read *said Abou* lower and faster. Line 14, emphasis on *me* and *fellow-men*. Line 16, increase the force on *great wakening light*. Line 18, give force to *lo*, with chief emphasis on *led*.

HEALTH AND HOW TO RETAIN IT

PART II.—WATER AND ITS IMPURITIES.

Adulterated, mixed with impurities.	Decomposing, decaying.
Adjacent, near to.	Hilarity, great glee.
Dietary, a course of diet.	Saturated, filled to excess.

1 Man's supply of water is obtained from rain-falls, springs, wells, streams, and lakes. The contaminations which render it specially injurious, are derived from decomposing animal and vegetable matter, and from the excretions of persons suffering from disease, especially typhoid fever. When rain falls upon manure-heaps, or the refuse piles of back-yards, decomposing impurities are washed into streams and sometimes directly into wells. At other times these impurities, as well as those from water-closets, sewers and cesspools, pass through sandy, gravelly, or other porous soils, and ultimately find their way into springs, wells, and streams. 2. It is true that sand and other soils purify water in its passage through them; but as each successive rain-fall brings its cargo of impurity, the soil soon becomes so saturated as to be no longer able to remove the impurities, and they pass on into the sources of man's supply. The principal diseases, produced by the use of such water are cholera, typhoid fever, dysentry, and diarrhœa.

The remedy is pure water. 3. This is to be obtained:—

1st. By constructing deep wells remote from the sources of danger; raising their walls a couple of feet above the adjacent surface of the ground, so as

to guard against the entrance of surface water: covering them securely; providing for their ventilation by means of tubes three or four inches in diameter covered by perforated zinc; and cleaning them out once or twice a year. In densely populated cities and large towns, where sewers and other sources of contamination are everywhere found, wells should be entirely discarded.

2nd. By constructing water-works, supplied with pure water. 4. It is, however, very often difficult to obtain a supply free from suspicion. It should then be subjected to a process of purification by a filter-bed. This is a large reservoir or basin. In the bottom are placed a series of perforated tiles or tubes, leading to a central delivery pipe. These are covered by three feet of gravel, coarse below, and graded to fine on top, and over this gravel are spread two or three feet of sand, similarly graded. 5. Through this filter the water is allowed to pass slowly, and although much improved in quality, the process is not sfficient to render safe any water into which sewage may have found its way. To combat this difficulty the water should be boiled, or filtered through animal charcoal.

3rd. In some localities devoid of streams, and where water cannot be obtained by digging to any reasonable depth, the inhabitants are obliged to use rain-water. 6. This, in passing through the air, and washing over the roofs of buildings, and through conductors to cisterns, gathers considerable vegetable and animal matter, which soon decomposes, rendering the water unfit for use; hence the

cisterns should be thoroughly cleaned out several times during a season.

FOOD.

7. The articles of man's diet may be classified as follows:

1st. Those which build up the parts or tissues of the body, and maintain them in repair. These forms of food—which are called nitrogenous because they contain nitrogen—are found in the white of egg as nearly pure albumen, in lean meat, in flour, in cheese, and to some extent in almost all common articles of diet.

8. 2nd. Those which maintain the heat of the body. These are called hydro-carbons because they contain hydrogen, and also carbon which by uniting with oxygen in the system produces a slow form of combustion, a gentle fire, and thus preserves the temperature. Fats, sugar, starch, and gums belong to this class.

9. 3rd. Those which aid in dissolving the food, and conveying it to all parts of the body. Water, common table salt, and other salts, are the ingredients of this division.

All these different forms of food must find a place in every judiciously selected dietary. The nitrogenous alone would not maintain the body in health, neither would the carbonaceous.

10. Experience has demonstrated that four and one-half ounces of nitrogenous, and twenty of carbonaceous food are a proper daily amount and proportion for an adult at ordinary labour. But it is necessary whilst maintaining this proportion to

change the ingredients from day to day in order to please the palate and promote digestion. The beef, corn and rice of to-day are replaced by mutton, peas, and sago to-morrow, and by something different the next day. Variety may also be secured by different methods of cooking. 11. Bad cooking, besides destroying food, is unquestionably the source of much indigestion; the art of cooking, therefore, in the interests of both health and economy, should be the subject of careful study in every household. Nor of less importance is the selection of wholesome and unadulterated food. Good meat should be firm in texture, marbled by an intermixture of lean and fat, the lean reddish, but neither pale nor dark in color, and the odor not unpleasant. 12. Flour should be white, or but lightly tinged with yellow, not lumpy, and free from mouldy smell. Bread should be thoroughly baked and porous throughout, of plasant taste and odor. Milk, when placed in a glass tube, should be uniformly opaque, without sediments, and after standing twelve hours, should yield ten per cent. of cream. Butter should have no rancid taste or odor; and all other articles of diet should be examined and selected with care.

13. But wisely selected and well prepared food requires to be thoroughly and slowly masticated or chewed, for two reasons:

1st. The food should be ground to a fine pulp to facilitate the action, on it, of the stomach juices;

2nd. Because saliva or spittle must be thoroughly mixed with the food, that it may be easily swallowed, and also that its starchy constituents may

be digested. The use of tobacco, by provoking a profuse flow of saliva and its loss by spitting, must diminish the supply and should be abandoned.

14. Before food passes into the stomach the walls of the latter are pale, its blood vessels are empty. After food has entered and healthy digestion has begun, the vessels are engorged; the walls are red, and exude the gastric or stomach juice by which the food is digested. This extra supply of blood cannot be given to the stomach whilst used elsewhere. The student's brain and the laborer's muscles require all the blood the system can spare to repair their waste of tissue while at their toil, and therefore in order to liberate this blood and allow it to flow to the stomach and accomplish its work of digestion, labor should be relaxed for half an hour before, and an hour after a meal.

15. Exercise is necessary to the healthy development and maintenance of either brain or muscle, and hence the student, the professional man, and every one whose calling involves much brain-work, should have daily physical exercise, and the more pleasant and amusing that exercise, the better its effect on the health. The keen interest of pull-away and cricket, and the hilarity of the curling rink, are more certain to give vigor to the system than the cheerless walks or the drudgery of the buck-saw. On the other hand the laborer, whose toil requires little thought, should employ his evenings in the cultivation of his mind, by reading, hearing lectures, or attending evening classes.

6. Man is so constituted as to require alter-

nate periods of activity and rest. During the period of activity, waste of tissue takes place and, although at the same time some repair is made, it is during sleep that it is perfected. An adult requires about eight hours of sleep daily, and young or old people much more, but no absolute rule can be laid down, suitable to every case. It may be stated generally, that all should sleep to full satisfaction.

17. Light and sunshine are as essential to man's health as they are to the growth and development of plants. People who live in badly lighted houses are pale and puny, and their death rate is high; moreover, the germs of disease cannot flourish where plenty of fresh air, light, and sunshine exist.

J. W. McLaughlin, M.B., L.R.C.P., L.R.C.S., Ed.

EXERCISES.—Learn to spell and give the meaning of:

Excretions	Diarrhœa	Cisterns	Constituents
Decomposing	Densely	Nitrogenous	Hilarity
Saturated	Perforated	Economy	Drudgery

2. Write from memory a statement of the ways in which water becomes impure, and explain how to make it pure.

3. Write twelve rules for the preservation of the health, based on this lesson and the part which precedes it.

A PRAYER OF MOSES.

LORD, thou hast been our dwelling place in all generations.
Before the mountains were brought forth,
Or ever thou hadst formed the earth and the world,
Even from everlasting to everlasting, thou art God.
Thou turnest man to destruction;
And sayest, Return, ye children of men.
For a thousand years in thy sight are but as yesterday when it is past,
And as a watch in the night.
Thou carriest them away as with a flood; they are as a sleep:
In the morning they are like grass which groweth up.
In the morning it flourisheth, and groweth up;
In the evening it is cut down, and withereth.
For we are consumed by thine anger,
And by thy wrath are we troubled.
Thou hast set our iniquities before thee,
Our secret sins in the light of thy countenance.
For all our days are passed away in thy wrath;
We spend our years as a tale that is told.
The days of our years are threescore years and ten;
And if by reason of strength they be fourscore years,
Yet is their strength labour and sorrow;
For it is soon cut off, and we fly away.
Who knoweth the power of thine anger?
Even according to thy fear, so is thy wrath.
So teach us to number our days,
That we may apply our hearts unto wisdom.

Return, O LORD, how long?
And let it repent thee concerning thy servants.
O satisfy us early with thy mercy;
That we may rejoice and be glad all our days.
Make us glad according to the days wherein thou hast afflicted us,
And the years wherein we have seen evil.
Let thy work appear unto thy servants,
And thy glory unto their children
And let the beauty of the LORD our God be upon us:
And establish thou the work of our hands upon us;
Yea, the work of our hands establish thou it.

Psalm XC.

A PSALM OF DAVID.

The LORD is my shepherd, I shall not want.
He maketh me to lie down in green pastures:
He leadeth me beside the still waters.
He restoreth my soul:
He leadeth me in the paths of righteousness for his name's sake.
Yea, though I walk through the valley of the shadow of death, I will fear no evil:
For thou art with me; thy rod and thy staff they comfort me.
Thou preparest a table before me in the presence of mine enemies:
Thou anointest my head with oil; my cup runneth over.
Surely goodness and mercy shall follow me all the days of my life;
And I will dwell in the house of the LORD for ever.

Psalm XXIII.

TRUE HEROISM.

Appar'atus, furniture; the life-saving apparatus on board a vessel includes life-boats and life-preservers.
Beach, to drive on the shore.
Cinders, pieces of burning wood.
Coast'ing, used for sailing along a coast.
Fend'er, a piece of timber used for protecting the side of a ship.
Gun'wale, pronounced *gunnel*), the upper edge of a ship's side.
Hur'ricane-deck, the upper deck; the one that is exposed to storms.
Head, force.
Le'ver, a strong bar made of iron.
Meed, reward.
Propel'ler, a horizontal screw which, as it turns in the water, propels the boat to which it is attached; a vessel thus propelled is also called a "propeller."
Pan ic, extreme and sudden fright.
Throt'tle-valve, a contrivance to regulate the amount of steam allowed to pass from the boiler in to the engine.
Tack'le, a rope and pulley used for raising and lowering heavy bodies
Wind'ward, in the direction from which the wind blows.
Wheel'-house, the small house erected on a ship's deck to protect the wheel used in steering.

1. Sea-faring life abounds with instances of great courage combined with perfect presence of mind in the face of the awfulest peril. Such qualities challenge universal admiration whenever they are discerned, but by common consent the most cordial meed of praise seems to be reserved for those who furnish examples of true heroism at sea. When in moments of great danger men are found capable of thinking calmly, acting promptly, and keeping their control over others in the face of impending destruction, it is not surprising that their conduct and bearing should win them applause, and such conduct is equally entitled to praise whether displayed in the middle of the Atlantic Ocean or on a Canadian lake.

2. Of all the dangers to which a ship at sea is liable that from the ravages of fire is the most awful. In the case of a wooden vessel the progress of

MANITOULIN

the flames is fearfully rapid, and when the rescue by means of boats becomes impossible at a distance from land the situation is one of the most terrible that can be conceived.

On the 17th of May 1882, the coasting propeller, *Manitoulin*, left Collingwood for Sault Ste. Marie and intermediate ports with a large number of passengers aboard. She was a staunch vessel, almost new, and well supplied with ordinary life-saving apparatus. 3. Her captain was perfectly familiar with the waters she had to traverse, which he had been navigating for a quarter of a century. She was manned by an excellent crew, and with fine weather the outlook for a safe and pleasant voyage was of the brightest.

About noon the following day as the vessel was approaching Manitowaning, she took fire from the explosion of a coal-oil lamp in the after engine-room. 4. Chief engineer Lockerbie, who had just been relieved from duty, endeavoured to extinguish the flames, and when he failed in this, perceiving that the captain intended to beach the vessel, he felt his way at the risk of his life to the lever of the engine and pulled open the throttle-valve so as to give her as great a head of steam as possible. So rapid was the progress of the fire that by this time his only mode of escape from immediate destruction was to crawl forward along the gunwale and make his way by means of a fender to the hurricane-deck.

5. Captain Campbell, with unusual presence of mind did precisely what was for the best under

such trying circumstances. He ordered the boats to be partially lowered, so that they might be in readiness if he should fail to reach the shore in time to save the lives of his passengers and crew. But as usual where there is a panic, his intentions were partially frustrated by the eagerness of the crowd. So many persons leapt into the first boat before she reached the water that the forward tackle gave way, the boat was overturned, the occupants were precipitated into the water, and many of them were drowned. But for this accident few, if any, would have lost their lives.

6. The captain at the first alarm headed his vessel for the windward shore, and, availing himself of his minute knowledge of the locality, he avoided a dangerous shoal with the least possible loss of time. The distance to be traversed was about two miles, and as the *Manitoulin* under her extra head of steam was making about fifteen miles an hour the time between the first alarm and the beaching of the vessel was extremely short. 7. It was long enough, however, to place all on board in extreme peril, for before the shore was reached the wheel-house was on fire, and what remained of the passengers and crew were huddled together at the bow. Nothing but the cool precision of the captain, the daring of the chief engineer, and the endurance of the wheels-man, Playter, who stuck to his post with hot cinders falling around him, could have prevented a much greater loss of life. The spot selected for beaching

the vessel was admirably adapted for the purpose, for when she came to a stand, her bow was lying on a bed of mud in one foot of water while her stern was afloat in sixteen feet. So narrow was the margin of time for escape from the burning vessel that some of those on board were severely scorched in the act of getting ashore.

NOTE.

The route from Collingwood to Sault Ste. Marie lies entirely within the Georgian Bay and St. Mary's River. It is extremely tortuous, and the ports of call are numerous and close together. The accident described in the text took place during the short run from Killarney on the north shore to Manitowaning near the head of the bay of the same name, in the Grand Manitoulin Island. On the opposite of the bay, and not far from where the vessel was beached, is the Indian village of Wik-wem-i-kong.

QUESTIONS.—1. Where did the burning of the *Manitoulin* take place? 2. At what time of day? 3. What was the cause of the fire? 4. In what part of the vessel did it commence? 5. Was any effort made to stop it; if so, by whom? 6. What steps did the captain take to save the lives of those on board? 7. What is meant by the windward shore? 8. Why was the vessel headed for it? 9. What was the cause of her high rate of speed? 10. How did the passengers behave?

EXERCISES 1.—Explain the following: (1) Sea-faring life. (2) Presence of mind. (3) Challenge universal admiration. (4) The coasting propeller. (5) She was manned by an excellent crew. (6) The captain intended to beach the vessel. (7) He felt his way. (8) A head of steam. (9) Make his way by means of a fender. (10) Such trying circumstances. (11) Headed his vessel for the windward shore. (12) Huddled together at the bow. (13) The margin of time.

2. Give the Latin roots of the ollowing words, and form others from the same roots by means of prefixes or suffixes:—*Instances, universal, cordial, reserved, impending, conceived, propeller, intermediate, apparatus, traverse, navigating, centur· precipitated, locality, prevented, adapted, tortuous.*

YUSSOUF.

Yus'-souf, the Eastern form of the name *Joseph*.
En-ter-tained', gave him meat and drink.
Self-con'-quest, overcoming one's lower self.
Yearn, long.

1. A stranger came one night to Yussouf's tent,
Saying: 'Behold one outcast and in dread,
Against whose life the bow of power is bent—
Who flies, and hath not where to lay his head;
I come to thee for shelter and for food,
To Yussouf, called through all our tribes "The Good."'

2. 'This tent is mine,' said Yussouf, 'but no more
Than it is God's; come in, and be at peace;
Freely shalt thou partake of all my store,
As I of His, who buildeth over these
Our tents his glorious roof of night and day,
And at whose door none ever yet heard Nay.'

3. So Yussouf entertained his guest that night,
And, waking him ere day, said: 'Here is gold;
My swiftest horse is saddled for thy flight;
Depart before the prying day grow bold.'
As one lamp lights another, nor grows less,
So nobleness enkindleth nobleness.

4. That inward light the stranger's face made grand
Which shines from all self-conquest. Kneeling low,
He bowed his forehead upon Yussouf's hand,
Sobbing: 'O sheik, I cannot leave thee so:
I will repay thee; all this thou hast done
Unto that Ibrahim who slew thy son!'

5. 'Take thrice the gold,' said Yussouf; 'for, with thee
Into the desert, never to return,
My one black thought shall ride away from me.
First-born! for whom by day and night I yearn,
Balanced and just are all of God's decrees;
Thou art avenged, my first-born, sleep in peace!'

Russell Lowell.

QUESTIONS.—1. What happened to the Spanish cavalier? 2. Where did he escape to? 3. What did the Moor do and say? 4. Where did he lock up the Spaniard? 5. What happened when the Moor came into his house? 6. When he found out that he had the Spaniard in his power, what did he do to him? 7. What did he say? 8. What did he say when he gave him a horse? 9. In the poetical version of the story, what does the stranger say to Yussouf? 10. What does Yussouf say about his tent? 11. What did Yussouf give to his guest in the morning? 12. What did the stranger say? 13. What was Yussouf's reply? 14. What did he say to the spirit of his son? 15. What did he say about the decrees of God?

DICTATION.—Learn to write out verse 5 of the poem.

EXERCISES.—1. Learn to spell the following words:

His-to'-ri-ans	Un-per-ceived'	As-cer-tained'	Span'-iard
Mem'-o-ra-ble	Ad-dressed'	Ap-point'-ed	In'-no-cent
Cav-a-lier'	Ac-quaint'-ed	Grieve	Con'-quest

2. Parse all the words in the following sentence:

> That inward light the stranger's face made grand
> Which shines from all self-conquest.

(*Which* is a relative pronoun, relating to its antecedent *light*.)

3. Give the principal parts of the following verbs: *Slay; lose; am; know; tell; go; sit; come; bear; do; give; see; eat; break; lead.*

4. Make nouns of the following verbs and adjectives: *Slay; see; pursue; flee; acquaint; confide; protect; do; retire; follow; suffer; give.*

5. Explain the following phrases: (1) The Spaniard acquainted the Moor with his case. (2) You may confide in my protection. (3) I will provide for your escape. (4) He ascertained who the person was.

6. Write a short composition upon 'True Revenge' from the following heads: (1) A Spaniard killed a Moor in a quarrel. (2) He escaped into the garden of the Moor's father. (3) The father gave him half a peach and promised him protection. (4) But he finds out he is protecting the slayer of his son. (5) He gives him a fleet horse, and tells him to flee.

BURNING THE FALLOW.

Abat'ing, lessening.
A'gue, a disease in which chills alternate with fever—hence often called "chill-fever."
Bil'lows, waves.
Brush, limbs of trees.
Can'opy, a covering overhead.
Fal'low, a piece of woodland with the trees all cut down.
Ignit'ing, kindling.
List lessly, wearily.
Lit tered, confused, showing signs of carelessness.
Lu'rid, gloomy.
M m'ic, miniature.
Res inous, gummy, produced from gum.
Shant'y, a small building.

1. The confusion of an uncleared fallow spread around us on every side. Huge trunks of trees and piles of brush gave a littered and uncomfortable appearance to the locality, and as the weather had been very dry for some weeks, I heard my husband daily talking with his choppers as to the expediency of firing the fallow. They still urged him to wait a little longer, until he could get a good breeze to carry the fire well through the brush.

2. Business called him suddenly to Toronto, but he left a strict charge with old Thomas and his sons, who were engaged in the job, by no means to attempt to burn it off until he returned, as he wished to be upon the premises himself, in case of any danger. He had previously burnt all the heaps immediately about the doors.

3. While he was absent, old Thomas and his second son fell sick with the ague, and went home to their own township, leaving John, a surly, obstinate young man, in charge of the shanty, where they slept, and kept their tools and provisions. * * * *

4. The day was sultry, and towards noon a

strong wind sprang up that roared in the pine tops like the dashing of distant billows, but without in the least degree abating the heat. The children were lying listlessly upon the floor, and the girl and I were finishing sun-bonnets, when Mary suddenly exclaimed, "Bless us, mistress, what a smoke!" I ran immediately to the door, but was not able to distinguish ten yards before me. The swamp immediately below us was on fire, and the heavy wind was driving a dense black cloud of smoke directly towards us. * * * *

5. I had not felt the least alarm up to this minute; I had never seen a fallow burnt, but I had heard of it as a thing of such common occurrence that I had never connected with it any idea of danger. Judge then, my surprise, my horror, when, on going to the back door, I saw that John, to make sure of his work, had fired the field in fifty different places. Behind, before, on every side, we were surrounded by a wall of fire, burning furiously within a hundred yards of us, and cutting off all possibility of retreat; for, could we have found an opening through the burning heaps, we could not have seen our way through the dense canopy of smoke; and, buried as we were in the heart of the forest, no one could discover our situation till we were beyond the reach of help. * * * *

6. A strange calm succeeded my first alarm; tears and lamentations were useless; a horrible death was impending over us, and yet I could not believe we were to die. I sat down upon the step of the door, and watched the awful scene in

silence. The fire was raging in the cedar swamp, immediately below the ridge on which the house stood, and it presented a spectacle truly appalling. From out the dense folds of a canopy of black smoke, the blackest I ever saw, leaped up continually red forks of lurid flame as high as the tree tops, igniting the branches of a group of tall pines, that had been left standing for saw-logs.

7. A deep gloom blotted out the heavens from our sight. The air was filled with fiery particles, which floated even to the door-step—while the crackling and roaring of the flames might have been heard at a great distance. Could we have reached the lake shore, where several canoes were moored at the landing, by launching out into the water we should have been in perfect safety; but, to attain this object, it was necessary to pass through this mimic hell; and not a bird could have flown over it with unscorched wings.

8. There was no hope in that quarter, for, could we have escaped the flames, we should have been blinded and choked by the thick, black, resinous smoke. The fierce wind drove the flames at the sides and back of the house up the clearing; and our passage to the road, or to the forest, on the right and left, was entirely obstructed by a sea of flames. Our only ark of safety was the house, so long as it remained untouched by the consuming element. * * * *

9. The wind rose to a hurricane, scattering the flames on all sides into a tempest of burning billows. I buried my head in my apron, for I

thought that our time was come, and that all was lost, when a most terrific crash of thunder burst over our heads, and, like the breaking of a water-spout, down came the rushing torrent of rain which had been pent up for so many weeks.

10. In a few minutes the chip-yard was all afloat, and the fire effectually checked. The storm which, unnoticed by us, had been gathering all day, and which was the only one of any note we had that summer, continued to rage all night, and before morning had quite subdued the cruel enemy whose approach we had viewed with such dread.

Mrs. Moodie.

NOTE.

The above graphic sketch is from a volume entitled "Roughing it in the Bush" by Mrs. Moodie, who wrote it for the purpose of warning inexperienced emigrants from the old country against settling down at once on a bush farm. Her advice to them to begin their Canadian life on a farm already brought under cultivation, whether leased or purchased, is as sound as it was when written, and it will always remain so. The best pioneers in a new region are those who have already learned by experience how to 'rough it in the bush."

EXERCISE.—Explain the following: (1) Who were engaged in the job. (2) Through the dense canopy of smoke. (3) Several canoes were moored at the landing. (4) To pass through this mimic hell. (5) Our only ark of safety was the house. (6) The wind rose to a hurricane. (7) In a few moments the chip-yard was all afloat.

Parse the italicised words in: (1) I heard my husband *daily talking* with his choppers *as to* the *expediency*. (2) Until he could get a good breeze *to carry* the fire. (3) By no means *to attempt to burn* it off. (4) But I had heard of it as a *thing* of such common occurence. (5) That had been left standing *for saw-logs*. (6) Thomas and his son *fell sick* with the ague.

Give the principal parts of the verbs to which the following forms belong: *spread, gave, been, firing. get, carry, left, burnt, fell, ran, bless, driving, felt, going, buried, found, sat, saw, standing, flown, thought, lost, pent.*

DEDICATORY POEM.

TO THE PRINCESS ALICE.

Dead Princess, living Power, if that, which lived
True life, live on—and if the fatal kiss,
Born of true life and love, divorce thee not
From earthly love and life—if what we call
The spirit flash not all at once from out
This shadow into Substance—then perhaps
The mellow'd murmur of the people,s praise
From thine own State, and all our breadth of realm,
Where Love and Longing dress thy deeds in light,
Ascends to thee; and this March morn that sees
Thy Soldier-brother's bridal orange bloom
Break thro' the yews and cypress of thy grave,
And thine Imperial mother smile again,
May send one ray to thee! and who can tell—
Thou—England's England-loving daughter—thou
Dying so English thou wouldst have her flag
Borne on thy coffin—where is he can swear
But that some broken gleam from our poor earth
May touch thee, while, rememb ring thee, I lay
At thy pale feet this ballad of the deeds
Of England, and her banner in the East?

Tennyson.

NOTES.

Princess Alice was Queen Victoria's second daughter. She caught, by kissing her dying child, the disease which resulted in her death.

Prince Arthur is her "soldier-brother."

The reference in her "banner in the East" will be understood when it is remembered, that this poem is an introduction to the "Siege of Lucknow."

TEMPERANCE.

Ex-plo'-sions, sudden blazing up of gases collected in the mine.
Sus-tain', support.
Found'-er-ing, going down.
Dis-as'-ter, terrible misfortune.
Ap-pal'-ling, very terrible.
Ca-tas'-troph-es, sudden disasters.
Pal'-pa-ble, very plain.
Intox'-i-cat-ed, made drunk.
Ex-hil-ar-a'-tion, state of very high glee or cheerfulness.
Ri-dic'-u-lous, laughable.
Al'-co-hol, the spirituous element in intoxicating liquor.
Main-tained', kept up.

1. There were in the year 1878 a number of terrible accidents, in which many happy living human beings perished, without even the chance of making a struggle for their lives. There were accidents by land and by water. Among the accidents by land were sudden and unexpected explosions in coal-pits, in which hundreds of workmen lost their lives, and left behind them widows and children, who found it very difficult to get food and clothing to warm and to sustain them. 2. Two accidents by water more especially filled with pity and horror the minds of all the dwellers in the three kingdoms. The first was the foundering of one of H.M. ships, the *Eurydice*, which, within half an hour of home, went down in a sudden squall off the Isle of Wight. The second was the sinking of the *Princess Alice*—a pleasure-steamer which, sailing up the Thames one summer evening, with about eight hundred souls on board, was cut in two by an iron steamer; and more than six hundred men, women, and children were drowned.

3. These accidents were very terrible, struck a

feeling of horror into the minds of all who heard of them, and made every one pause and think. But there exists among us a source of disaster, a cause of death and misery, which does not produce appalling accidents and visible catastrophes such as those above mentioned, but which goes on as regularly as the clock, numbering its victims day by day, and hour by hour. The misery is seen and known; the causes of this misery are not so open and palpable. 4. This source of misery and death is the habit, slowly acquired by many persons, of drinking too much beer, or wine, or spirits. The judges of the country say that nine out of every ten crimes are committed by persons who have intoxicated themselves with spirits—such as gin, whisky, or brandy; the workhouses are full of people who have lost, first, their money, and secondly, their power of working for more, by giving way to these habits. 5. The habit of intoxication injures both the body and the mind. The habit is formed with the greatest ease; and the temptations to indulge in hurtful drinks are of the pleasantest and most attractive kind. The effect upon the body of drinking wine or spirits is to produce great exhilaration, and to make the person who has taken them believe he can do a great deal of work; but, in a short time, a strong feeling of weariness sets in, and much less work is done than would have been done by a sober man; while the spirits sink, and the man becomes dull, careworn, and stupid. 6. The effect upon the mind is to make the drink-

ing person feel very happy for a short time. But very soon he becomes quarrelsome or silly; he is not able to use his mind and to see the truth in a clear light; he cannot employ his mental powers; he becomes unable to compare things or to reflect; and, in one word, he is ruining himself.

7. The strongest and most warlike nation among the Greeks—they were called the Spartans—were perfectly sober persons, and had a great contempt for drunkenness. To shew their children how contemptible and ridiculous it was, they were in the habit of making one of their helots or slaves tipsy, and then exhibiting him to them as a 'shocking example.' 8. They saw him unable to walk, and staggering about; he could not speak, but worked his mouth about in an absurd and pitiable fashion; he had lost his memory; he could not think; he did not know the way from one place to another; he was at the mercy of a little child. Men of great genius have often lost their powers and died early; or have destroyed either their own happiness or the happiness of others, by giving way to the temptations of wine, or what are called ardent (which means *burning*) spirits.

9. The best physicians in the present time can say nothing more in defence of using alcoholic drinks than this: That a small quantity of beer or wine does not harm the human body, if it is taken along with food, and after a certain age. But no physician thinks it in any way useful to those who are still growing. When it is useful, it is useful to those who are growing old, or who are weak from illness.

Dr Greenfield thinks that, in some cases, a little alcohol may be useful after the age of forty. As regards spirits, which contain a large quantity of alcohol, the best physicians think that even the moderate use of them is unnecessary and even hurtful; while the immoderate use of them is quite certain to bring on disease and death. 10. Poverty to individuals—waste of money to the nation; misfortune and punishment to individuals—prisons, police, and workhouse to be maintained by the nation, that is, by the people who remain sober: these are the things that drunkenness produces everywhere, as surely as seed sown in the ground produces a plant. If the father of a family spends too much money in beer or spirits, he does harm not only to his own pocket and his own health, but to his wife and children. He cannot provide them with comforts; he cannot give them a good education; and he sets them a wretched example.

11. Last of all, the people of this country spend upon unhealthy liquors money that cannot be spared, and that might do them good in many other ways. There are more than one hundred millions of pounds spent every year on beer and wines and spirits; and most of this money would have done as much good and a great deal less harm if it had been thrown into the sea. The inhabitants of the three kingdoms spend twice as much money on ardent liquors as they do upon bread; but, while every one is the better for bread, no one—if he is in good health—is the better for the spirits he drinks. 12. While the

nation as a nation is poorer, the individual who has formed the bad habit of drinking, directly assists in its impoverishment, and brings misery to himself. He loses his health; he loses his power of working; he loses his temper; he loses his self-respect; he loses his place in society; often he loses his life, or ends it in a lunatic asylum. Good health, cheerful spirits, a calm mind, and a hopeful heart go with TEMPERANCE; or, as the old rhyme has it:

Joy and Temperance and Repose,
Slam the door on the doctor's nose.

THE SEA-GULL.

Note, notice.
Re pose', rest *or* quiet.
Gust'-y, that comes in gusts *or* sudden sharp blasts.
Bil'-low-y, full of high waves.

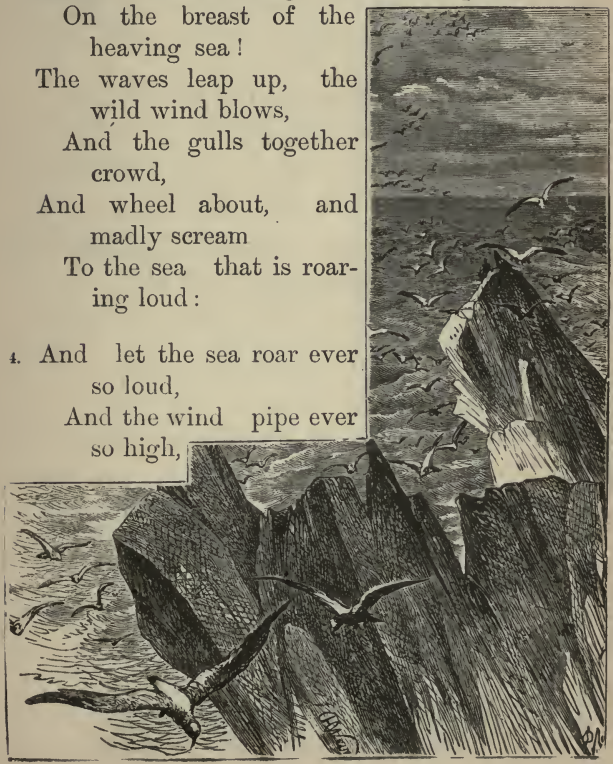
1. The white sea-gull, the wild sea-gull,
A joyful bird is he,
As he lies like a cradled thing at rest
In the arms of a sunny sea!
The little waves rock to and fro,
And the white gull lies asleep,
As the fisher's bark, with breeze and tide,
Goes merrily over the deep.

2. The ship, with her fair sails set, goes by,
And her people stand to note
How the sea-gull sits on the rocking waves,
As still as an anchored boat.

The sea is fresh, and the sea is fair,
And the sky calm overhead,
And the sea-gull lies on the deep deep sea,
Like a king in his royal bed!

3. The white sea-gull, the bold sea-gull,
A joyful bird is he;
He sits, like a king, in calm repose,
On the breast of the heaving sea!
The waves leap up, the wild wind blows,
And the gulls together crowd,
And wheel about, and madly scream
To the sea that is roaring loud:

4. And let the sea roar ever so loud,
And the wind pipe ever so high,

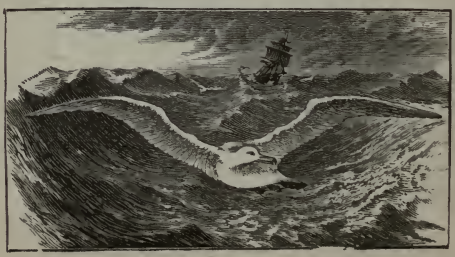


With a wilder joy the bold sea-gull
Sends forth a wilder cry;
For the sea-gull he is a daring bird,
And he loves with the storm to sail;
To ride in the strength of the billowy sea,
And to breast the driving gale!

5. The little boat she is tossed about
Like a sea-weed, to and fro;
The tall ship reels like a drunken man,
As the gusty tempests blow;
But the sea-gull laughs at the pride of man,
And sails, in a wild delight,
On the torn-up breast of the night-black sea,
Like a foam-cloud, calm and white.

6. The waves may rage, and the winds may roar,
But he fears not wreck, nor need;
For he rides the sea, in its stormy strength,
As a strong man rides his steed.
The white sea-gull, the bold sea-gull,
He makes on the shore his nest,
And he tries what the inland fields may be;
But he loveth the sea the best!

Hour.



DEATH OF WELLINGTON.

Ambas'sador, a person sent by a sovereign.
Conflagra'tion, fire, here warfare.
Dis'om'fitted, defeated.
Ebulli'tions, boilings, fretful displays of temper.
Eg'otism, talking too much of one's self
Cha'os, disorder.
Intrep'id, fearless.
Lev'ies, fresh troops.
Mor'bid, sickly.
Sub'jugate, conquer.
Saga'cious, wise.
Vicis'situdes, unexpected difficulties.

1. The House of Commons is called upon to-night to fulfil a sorrowful, but a noble, duty. It has to recognize, in the face of the country, and of the civilized world, the loss of the most illustrious of our citizens, and to offer to the ashes of the great departed the solemn anguish of a bereaved nation. The princely personage who has left us was born in an age more fertile of great events than any period of recorded time. Of those vast incidents the most conspicuous were his own deeds, and these were performed with the smallest means, and in defiance of the greatest obstacles. 2. He was, therefore not only a great man, but the greatest man of a great age. Amid the chaos and conflagration which attended the end of the last century there rose one of those beings who seem born to master mankind. It is not too much to say that Napoleon combined the imperial ardor of Alexander with the strategy of Hannibal. The kings of the earth fell before his fiery and subtle genius, and at the head of all the powers of Europe he de-

nounced destruction to the only land which dared to be free. 3. The Providential superintendenc of this world seems seldom more manifest than in the dispensation which ordained that the French Emperor and Wellesley should be born in the same year; that in the same year they should have embraced the same profession; and that, natives of distant islands, they should both have sought their military education in that illustrious land which each in his turn was destined to subjugate. 4. During the long struggle for our freedom, our glory, I may say our existence, Wellesley fought and won fifteen pitched battles, all of the highest class—concluding with one of those crowning victories which give a color and aspect to history. During this period that can be said of him which can be said of no other captain,—that he captured three thousand cannon from the enemy, and never lost a single gun. The greatness of his exploits was only equalled by the difficulties he overcame. 5. He had to encounter at the same time a feeble government, a factious opposition, and a distrustful people. scandalous allies, and the most powerful enemy in the world. He gained victories with starving troops and carried on sieges without tools; and, as if to complete the fatality which in this sense always awaited him, when he had succeeded in creating an army worthy of Roman legions, and of himself. this invincible host was broken up on the eve of the greatest conjuncture of his life, and he entered the field of Waterloo with raw levies and discomfitted allies.

6. But the star of Wellesley never paled. He has been called fortunate, for fortune is a divinity that ever favors those who are alike sagacious and intrepid, inventive and patient. It was his character that created his career. This alike achieved exploits and guarded him from vicissitudes. It was his sublime self-control that regulated his lofty fate.

7. Although the military career of the Duke of Wellington fills so large a space in history, it was only a comparatively small section of his prolonged and illustrious life. Only eight years elapsed from Vimiera to Waterloo, and from the date of his first commission to the last cannon-shot on the field of battle scarcely twenty years can be counted. After all his triumphs he was destined for another career, and if not in his prime, certainly in the perfection of manhood, he commenced a civil career scarcely less eminent than those military achievements which will live forever in history 8. Thrice was he the ambassador of his sovereign to those great historic congresses that settled the affairs of Europe; twice was he Secretary of State; twice was he Commander-in-Chief; and once he was Prime Minister of England. His labors for his country lasted to the end, and he died the active chieftain of that famous army to which he has left the tradition of his glory

9. The Duke of Wellington left to his countrymen a great legacy—greater even than his glory He left them the contemplation of his character. I will not say his conduct revived the sense of duty in England. I would not say that of our country

But that his conduct inspired public life with a purer and more masculine tone I cannot doubt. His character rebukes restless vanity, and reprimands the irregular ebullitions of a morb'd egotism. I doubt not that, among all orders of Englishmen, from those with the highest responsibilities of our society to those who perform the humblest duties, I dare say there is not a man who in his toil and his perplexity has not sometimes thought of the duke and found in his example support and solace.

10. Though he lived so much in the hearts and minds of his countrymen—though he occupied such eminent posts and fulfilled such august duties—it was not till he died that we felt what a space he filled in the feelings and thoughts of the people of England. Never was the influence of real greatness more completely asserted than on his decease. 11. In an age whose boast of intellectual equality flatters all our self-complacencies, the world suddenly acknowledged that it had lost the greatest of men; in an age of utility the most industrious and common-sense people in the world could find no vent for their woe and no representative for their sorrow but the solemnity of a pageant; and we—we who have met here for such different purposes—to investigate the sources of the wealth of nations to enter into statistical research, and to encounter each other in fiscal controversy—we present to the world the most sublime and touching spectacle that human circumstances can well produce—the spectacle of a Senate mourning a Hero!

Disraeli.

EXERCISES.—1. Learn to spell:

Recognize	Scandalous	Vicissitudes	Responsibilities
Conspicuous	Sieges	Achievements	Pageant
Conflagration	Invincible	Ambassador	Statistical
Superintendence	Sagacious	Ebullitions	Controversy

1. Commit to memory Section 6.
3. Write, at home, a brief biographical sketch of Wellington.
4. Expand and explain Section 10.

CHARGE OF THE LIGHT BRIGADE.

1. Half a league, half a league,
Half a league onward,
All in the valley of death
Rode the six hundred.
'Forward the Light Brigade!
Charge for the guns!' he said.
Into the valley of death
Rode the six hundred.

2. 'Forward the Light Brigade!'
Was there a man dismayed?
Not though the soldier knew
Some one had blundered;
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of death
Rode the six hundred.

3. Cannon to right of them
Cannon to left of them,

Cannon in front of them,
Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of death,
Into the mouth of hell
Rode the six hundred.

4. Flashed all their sabres bare,
Flashed as they turned in air,
Sabring the gunners there,
Charging an army, while
All the world wonder'd:
Plunged in the battery-smoke,
Right through the line they broke;
Cossack and Russian
Reel'd from the sabre-stroke
Shatter'd and sunder'd
Then they rode back, but not—
Not the six hundred.

5. Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came through the jaws of death,
Back from the mouth of hell,
All that was left of them;
Left of six hundred.

6. When can their glory fade?
O, the wild charge they made!
All the world wonder'd.
Honor the charge they made!
Honor the Light Brigade,
Noble six hundred!

Tennyson

NOTE.

The Charge of the Light Brigade was an incident of the battle of Balaklava, which was fought on the 25th of October, 1854, during the Crimean War. Of the 600 horsemen who formed the brigade nearly two-thirds were killed, wounded, or made prisoners. The charge was the result of a mistake made by an officer whose instructions were either wrongly given or misunderstood. Though the incident reflects the highest credit on the bravery and efficiency of the men who took part in the charge it reflects none on those who were responsible for it. An almost equally dangerous incident of the same battle was Sir Colin Campbell's allowing his infantry to await in line, instead of in square, the charge of the Russian cavalry; fortunately the unnecessary experiment was successful.

DIRECTIONS FOR EMPHASIS.

VERSE 1.—Line 2: Emphasise *on* in onward. Line 5: *Forward*, and *Light Brigade*. Line 6: *Charge*, and *guns*.

VERSE 2.—Line 1: *Forward*, and *Light Brigade*. Line 4: *Blundered*. Line 7: *Do*, and *die*.

VERSE 3.—Lines 1, 2, and 3: *Cannon*, and *right*, *left*, *front*. Line 4: *Volley'd*, *thunder'd*. Line 6: *Well*. Line 8: *Hell*.

VERSE 4.—Line 1: *Flashed*. Line 4: *Army*. Line 5: *Wonder'd*. Line 7: *Through*. Line 9: *Reeled*. Line 10: *Shatter'd*, *sunder'd*. Line 12: *Not*.

VERSE 5.—Line 3: *Behind*. Line 4: *Volley'd*, *thunder'd*. Line 9: *Back*, *hell*. Line 11: *All*.

VERSE 6.—Line 1: *When*, *fade*. Line 2: *Oh*. Line 4: *Honor*. Line 5: *Light Brigade*. Line 6: The whole line.

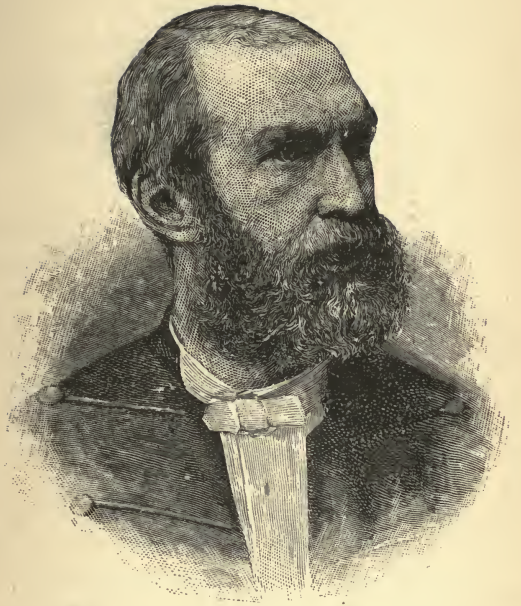
EXERCISES 1.—Explain: 1. Stormed at with shot and shell. 1. Into the jaws of death. 3. Sabring the gunners. 4. Charging an army. 2. Plunged in the battery smoke. 6. Right through the line they broke.

2. Parse all the words in the first four lines of the second stanza.

OUR DOMINION.

Consol idate, to make solid or firm.
Depos'its, mud or sand which has been left on the bottom of a river where the water runs slowly.
Des'potism, a form of government in which the supreme power is in the hands of one person.
Dete riorate, to grow worse.
Disso ciated, separated.
Doctrinaire, one whose views can with difficulty be carried into practice.
Domin'ion, the title applied to Canada as a country, corresponding to empire, kingdom, and republic, as applied to other countries.
E'as'tic, capable of taking the original form after being bent
Finan'cial, relating to the public revenue.
Gla'cier, a field of ice and snow.
Gorge, a narrow passage among hills.
Imper illed, put in danger.
Locomo tion, moving from place to place.
Loy alty, faithfulness towards a sovereign.
Panora'ma, a picture representing a number of scenes unrolled and made to pass before the spectator.
Patriot ic, actuated by love of one's country.
Prai r e, a plain covered with grass and without trees
Repub lic, a form of government in which the supreme power is in the hands of men elected by the people
Sub tle, delicate, not easily defined
Trait or, one who betrays.
Transmute', to change.
Ult imate, last.

1. To *construct* is "the duty that lies nearest us." "We therefore will rise up and build." Our young Dominion in grappling with so great a work has resolutely considered it from a national and not a strictly financial point of view; knowing that whether it pays directly or not, it is sure to pay indirectly. Other young countries have had to spend, through long years, their strength and substance to purchase freedom or the right to exist. Our lot is a happier one. 2. Protected "against infection and the hand of war" by the might of Britain, we have but to go forward, to open up for our children and the world what God has given into our possession, bind it together, consolidate it, and lay the foundations of an enduring future.



George W. Ranck

Looking back over the vast breadth of the Dominion when our journeyings were ended, it rolled out before us like a panorama, varied and magnificent enough to stir the dullest spirit into patriotic emotion. 3. For nearly 1,000 miles by railway between different points east of Lake Huron; 2,185 miles by horses, including coaches, waggons, pack and saddle horses; 1,687 miles in steamers in the basin of the St. Lawrence and on Pacific waters, and 485 miles in canoes or row-boats; we had travelled in all 5,300 miles between Halifax and Victoria, over a country with features and resources more varied than even our modes of locomotion.

4. From the sea-pastures and coal-fields of Nova Scotia and the forests of New Brunswick, almost from historic Louisburg up the St. Lawrence to historic Quebec; through the great Province of Ontario, and on lakes that are seas; by copper and silver mines so rich as to recall stories of the Arabian Nights, though only the rim of the land has been explored; on the chain of lakes, where the Ojibbeway is at home in his canoe, to the plains, where the Cree is equally at home on his horse: through the prairie Province of Manitoba, and rolling meadows and park-like country, out of which a dozen Manitobas shall be carved in the next quarter of a century; 5. along the banks of

"A full red river winding slow
By herds upon an endless plain,"

full-fed from the exhaustless glaciers of the Rocky Mountains, and watering "the great lone land;"

over illimitable coal measures and deep woods; on to the mountains, which open their gates, more widely than to our wealthier neighbors, to lead us to the Pacific; down deep gorges filled with mighty timber, beside rivers whose ancient deposits are gold beds, sands like those of Pactolus, and channels choked with fish; 6. on to the many harbors of mainland and island, that look right across to the old Eastern Thule "with its rosy pearls and golden-roofed palaces," and open their arms to welcome the swarming millions of Cathay: over all this we had travelled, and it was all our own.

> "Where's the crowd that would not dare
> To fight for such a land?"

Thank God, we have a country. It is not our poverty of land or sea, of wood or mine that shall ever urge us to be traitors. 7. But the destiny of a country depends not on its material resources. It depends on the character of its people. Here, too, is full ground for confidence. We in everything "are sprung of earth's first blood, have titles manifold." We come of a race that never counted the number of its foes, nor the number of its friends, when freedom, loyalty, or God was concerned.

Two courses are possible, though it is almost an insult to say there are two, for the one requires us to be false to our traditions and history, to our future, and to ourselves. 8. A third course has been hinted at; but only dreamers would seriously propose "independence" to four millions of people, face to face with forty millions. Some one may

have even a fourth to propose. The Abbe Sieyes had a cabinet filled with pigeon-holes, in each of which was a cut-and-dried constitution for France. Doctrinaires fancy that at any time they can say, "Go to, let us make a constitution," and that they can fit it on a nation as readily as new coats on their backs. There never was a profounder mistake. A nation grows, and its constitution must grow with it. 9. The nation cannot be pulled up by the roots—cannot be dissociated from its past, without danger to its highest interests. Loyalty is essential to its fulfilment of a distinctive mission, —essential to its true glory. Only one course, therefore, is possible for us, consistent with the self-respect that alone gains the respect of others—to seek, in the consolidation of the empire, a common imperial citizenship, with common responsibilities, and a common inheritance.

"Ocean to Ocean" by the Rev. Dr. Grant.

NOTES.

"A dozen Manitobas." Since the above selection was written, the area of the Province of Manitoba has been greatly increased, and the statement in the text, which was literally correct at the time it was penned, would now, taken by itself, be misleading.

Pactōlus, a river of Lydia in Asia Minor, which was famous in ancient times for the gold found in the sand taken from its bed.

Crees and Ojibbeways, names of Indian tribes.

"Arabian Nights," an abbreviation of the name of a collection of Oriental tales. The full title is: "The Arabian Nights' Entertainments."

Abbe Sieyes, a prominent statesman of the period of the French Revolution. He was appointed one of the three Consuls of France, his colleagues being Ducos and Napoleon Bonaparte. Sieyes was an earnest student of political economy and rendered great assistance in the formation of the constitution of the French Republic.

EXERCISES.—1. Between what two cities was the journey "from Ocean to Ocean" made? Of what Provinces are they the capitals? By what means of locomotion was the journey effected? What part of it was made by railway? What parts

by steamer? What parts in canoes or row boats? What parts with horses? What Empire is referred to in connection with the process of consolidation? To what sovereign are Canadians said to be loyal?

2. Explain the following phrases: (1) Sea-pastures and coal-fields. (2) From a national and not a strictly financial point of view. (3) The rim of the land. (4) The great lone land. (5) Its material resources. (6) Cabinet filled with pigeon-holes. (7) A nation grows and its constitution must grow with it.

3. Parse the words in italics: (1) In each of which was a *cut-and-dried constitution*; (2) *Go to*, let us make a constitution; (3) *To seek*, in the consolidation of the Empire.

MURDER RELENTING.

(From *King John*, Act IV., Scene i).

SCENE—*Northampton. A Room in the Castle.*

Enter HUBERT *and* Two Attendants.

Hub. Heat me these irons hot; and look thou stand
Within the arras: when I strike my foot
Upon the bosom of the ground, rush forth
And bind the boy which you shall find with me
Fast to the chair: be heedful: hence and watch.

First Attend. I hope your warrant will bear out the deed.

Hub. Uncleanly scruples! Fear not you: look to 't.—

[*Exeunt* Attendants

Young lad, come forth: I have to say with you.

Enter ARTHUR.

Arth. Good morrow, Hubert.

Hub. Good morrow, little prince.

Arth. As little prince (having so great a title

To be more prince) as may be —You are sad.
Hub. Indeed, I have been merrier.
Arth. Mercy on me
Methinks, nobody should be sad but I:
Yet, I remember, when I was in France,
Young gentlemen would be as sad as night,
Only for wantonness. By my Christendom,
So I were out of prison, and kept sheep,
I should be as merry as the day is long;
And so I would be here, but that I doubt
My uncle practices more harm to me:
He is afraid of me, and I of him:
Is it my fault that I was Geffrey's son?
No, indeed, 'tis not; and I would to Heaven
I were your son, so you would love me, Hubert.
Hub. (*aside*). If I talk to him, with his innocent prate
He will awake my mercy, which lies dead:
Therefore I will be sudden, and despatch. [*Aside.*
Arth. Are you sick, Hubert? you look pale to-day:
In sooth, I would you were a little sick;
That I might sit all night and watch with you.
I warrant I love you more than you do me.
Hub. (*aside*). His words do take possession of my bosom.—
Read here, young Arthur. [*Showing a paper.*
(*Aside.*) How now, foolish rheum!
Turning dispiteous torture out of door!
I must be brief; lest resolution drop
Out of mine eyes in tender womanish tears.
Can you not read it? is it not fair writ?

Arth. Too fairly, Hubert, for so foul effect:
Must you with hot irons burn out both mine eyes?
Hub. Young boy, I must.
Arth. And will you?
Hub. And I will.
Arth. Have you the heart? When your head did but ache,
I knit my handkercher about your brows,
(The best I had, a princess wrought it me),
And I did never ask it you again;
And with my hand at midnight held your head;
And, like the watchful minutes to the hour,
Still and anon cheered up the heavy time;
Saying 'What lack you? and, 'Where lies your grief?'
Or, What good love may I perform for you?'
Many a poor man's son would have lain still,
And ne'er have spoke a loving word to you;
But you at your sick service had a prince.
Nay, you may think my love was crafty love,
And call it cunning; do, an if you will:
If Heaven be pleased that you must use me ill,
Why, then you must.—Will you put out mine eyes?
These eyes that never did nor never shall
So much as frown on you?
Hub. I have sworn to do it;
And with hot irons must I burn them out.
Arth. Ah, none, but in this iron age, would do it!
The iron of itself, though heat red-hot,
Approaching near these eyes, would drink my tears,
And quench his fiery indignation

Even in the matter of mine innocence;
Nay, after that, consume away in rust,
But for containing fire to harm mine eye,
Are you more stubborn-hard than hammered iron?
An if an angel should have come to me,
And told me Hubert should put out mine eyes,
I would not have believed him. No tongue but Hubert's—.

Hub. Come forth. [*Stamps.*

Re-enter Attendants, *with Cords, Irons, &c.*

Do as I bid you do.

Arth. O save me, Hubert, save me! my eyes are out
Even with the fierce looks of these bloody men.

Hub. Give me the iron, I say, and bind him here.

Arth. Alas, what need you be so boisterous-rough?
I will not struggle, I will stand stone-still.
For Heaven's sake, Hubert, let me not be bound!
Nay, hear me, Hubert! drive these men away,
And I will sit as quiet as a lamb;
I will not stir, nor wince, nor speak a word,
Nor look upon the iron angrily:
Thrust but these men away, and I'll forgive you,
Whatever torment you do put me to.

Hub. Go, stand within; let me alone with him.

First Attend. I am best pleased to be from such a deed. [*Exeunt* Attendants.

Arth. Alas! I then have chid away my friend;

He hath a stern look, but a gentle heart:—
Let him come back, that his compassion may
Give life to yours.
Hub. Come, boy, prepare yourself.
Arth. Is there no remedy?
Hub. None, but to lose your eyes.
Arth. O Heaven! that there were but a mote in yours,
A grain, a dust, a gnat, a wandering hair,
Any annoyance in that precious sense!
Then, feeling what small things are boisterous there,
Your vile intent must needs seem horrible.
Hub. Is this your promise? go to, hold your tongue.
Arth. Hubert, the utterance of a brace of tongues
Must needs want pleading for a pair of eyes:
Let me not hold my tongue,—let me not, Hubert!
Or, Hubert, if you will, cut out my tongue,
So I may keep mine eyes. O, spare mine eyes;
Though to no use but still to look on you!
Lo, by my troth, the instrument is cold,
And would not harm me.
Hub. I can heat it, boy.
Arth. No, in good sooth; the fire is dead with grief,
Being create for comfort, to be used
In undeserv'd extremes: see else yourself;
There is no malice in this burning coal;
The breath of heaven hath blown his spirit out,
And strewed repentant ashes on his head.

Hub. But with my breath I can revive it, boy.
Arth. And if you do, you will but make it blush
And glow with shame of your proceedings, Hubert:
Nay, it perchance will sparkle in your eyes;
And, like a dog that is compelled to fight,
Snatch at his master that doth tarre him on.
All things that you should use to do me wrong
Deny their office: only you do lack
That mercy which fierce fire and iron extends,
Creatures of note for mercy-lacking uses.
Hub. Well, see to live; I will not touch thine eyes
For all the treasure that thine uncle owes:
Yet am I sworn, and I did purpose, boy,
With this same very iron to burn them out.
Arth. O, now you look like Hubert! all this while
You were disguised.
Hub. Peace: no more. Adieu;
Your uncle must not know but you are dead:
I'll fill these dogged spies with false reports.
And, pretty child, sleep doubtless and secure
That Hubert, for the wealth of all the world,
Will not offend thee.
Arth. O Heaven!—I thank you, Hubert.
Hub. Silence; no more; go closely in with me.
Much danger do I undergo for thee. [*Exeunt.*

NOTES.

Line 1. Hubert. Hubert de Burgh has undertaken, at the instigation of King John, to murder Prince Arthur.—— Heat. . . hot. 'Hot' is adj., complement to 'heat.' The expression is condensed for—'heat (for) me these irons, so that they shall be hot—exceedingly hot.'
2. Arras, tapestry, hangings wover with figures. From *Arras*, a town

of France, in the department Pas de Calais, long famous for tapestry.

9. Arthur was the son of Godfrey, third son of Henry II. John being Henry's youngest son, Arthur, his nephew, would come before him, according to the rule of hereditary succession. Hence John thinks he should be more secure of the crown if Arthur were put out of the way. Arthur was born in 1187, and is supposed to have been murdered (by John's own hand) at Rouen in 1203.

10, 11. Little prince . . more prince. A double play upon 'little.' Hubert uses 'little' as adj., applying to size or extent of physical growth. Arthur uses 'little' and 'more' as advs., the noun 'prince' being practically = 'princely,' and he refers to extent of power and dignity.

13. But I. 'But' is conj., and the full construction is—'but I *should be sad*.'

14. When I was in France. Shak. supposes him to be in England. But, if historical accuracy were observed, he should now be in the castle of Rouen in Normandy.

16. Christendom, belief as a Christian, Christian faith.

24. So, provided that, if: as in 17 and 103.

33. Rheum, a flow of humours; here, of tears. Gr. *rheuma*, from *rheo* (to flow).

34. Dispiteous, cruel. Here, perhaps, not without a reference to 'piteous,' as if 'pitiless.'

52. At your sick service. Much condensed for—'at your service, when you were sick.'

57. Nor never: common double negative, emphatic.

60. Iron age. A play upon 'iron,' rather unreasonable. According to the Greek theory of first a golden age, next a silver age, then a bronze age, and last an iron age, the degeneracy of mankind is marked as continuous. Arthur refers to the coldness and cruel rigour of his treatment.

61. Heat, for 'heated.' The 'ed' is frequently dropt off, especially after a root ending in 't.'

70 No tongue. In full: '*I would believe* no tongue,' &c.

76. What = why: as if elliptical for 'for what.' The form is very common in Old English.

99. Want, be wanting in; be unable to plead enough.

107. Being create is adjunct to 'the fire.' 'To be used' is = at being used, because it has been used; and the connection is—'is dead with grief, or grieving, to be (= at being) used so, seeing that it was created for comfort.

108. Else = if you think I am not right.

110. His. The coal is personified in lines 109—111.

117. Tarre, excite, provoke.

119. Only you = you alone.

120. Extends. Why singular? Or is it plural?

121. Creatures, (created) objects. 'Of note for' = noted for.

123. Owes, has, possesses. Modified from the old *agan* (to own).

128. But = that . . . not: 'your uncle must not know *that* you are *not* dead.' Or, by elipsis, 'must not know (anything) but (that) you are dead.'

130. Doubtless, free from doubt or fear.

131. That Hubert . . . will not, &c. Noun clause dependent upon adj. 'doubtless and secure,' which have the force of 'not doubting or fearing, but believing for certain, that Hubert,' &c.

133. Closely, secretly and cautiously.

HIGHER EDUCATION FOR WOMEN.

Abstruse', not plain.
Au'dible, that may be heard.
Analyse', to separate a thing into its component parts.
Cli'ents, those who engage a lawyer.
Conventional'ities, common forms or customs.
Coun'terpart, a corresponding part.
Clois'ter, a place of religious retirement.
Drudg'ery, hard labour.
Eman'cipated, set free.
Hori'zon, the line that limits the view.
Lap'idary, one who cuts gems.
Legi'timate, lawful, prop r
Nebulæ, clusters of very faintly shining stars.
Prerog'ative, exclusive right.
Phenom'enon, an appearance
Plan'et, a heavenly body which revolves round the sun.
Sor did, mean.
Ūto pian, fanciful.
Unmeet', unfit.

1. There is no country in the world where woman enjoys more leisure and independent freedom of action, than in this Province: emancipated as she is alike from sordid cares and the oppressive exactions of social conventionalities. If men toil with even undue ardor in the pursuit of wealth, they are well content that sisters, wives, and daughters enjoy its rewards. It is a new social organization in which, unconsciously, is being conferred on woman all that once pertained to the old world's privileged orders. 2. But let us not sacrifice thereby that womanhood which forms the fit counterpart to England's vigorous manhood. Let us not strive, as it sometimes seems to me is the result in the neighboring States, to clothe woman in all that is costly, surround her with all that is attractive and luxuriant, and then leaving her to her own resources, exclaim: "These be the lilies, glorious as Solomon's: they toil not, neither do they spin!" May we not rather look to woman for the true leisure class, for

whom the great world of thought lies invitingly open as her legitimate sphere?

3. I see in this, bright hopes for the future. A class of highly educated women in our midst would do more to elevate the tone of feeling, and to awaken nobler aspirations in the intellectual manhood of this young country, than anything else I can conceive of. I see no other means in any degree equally calculated to wean our young men of high promise from the enslavement of professional pursuits: the mere trading drudgery—whether it be of commerce or medicine, of the counting-house or the bar,—which seems now to be their highest goal.

4. I have no thought, and equally little fear, of thrusting woman, by such means, out of her true sphere; of obtruding her into arenas which by their very requirements are the prerogative of the rougher sex; or of transforming her into the odious modern ideal of a "strong-minded women." That is no product of higher education: widening as it does the intellectual horizon, refining and invigorating the mind, and, like the polish of the lapidary, bringing to light all the hidden beauty native to the gem.

5. It is not, therefore, unmeet, nor in any degree utopian, that we should conceive of a true woman's college rising in our midst, provided not less liberally than those already supplied for the other sex, with professors, apparatus, libraries, and all else needful to enable women to turn to wise account that enviable leisure which they possess to an extent wholly beyond the reach of us, who,

whether mechanics, traders, doctors, lawyers, or professors, constitute alike the working classes of this young country.

6. And if so, then I can look forward with no ungenerous envy to the pleasures in store for the gentler sex: the delight of study for its own sake; the true enjoyment of grappling with some of those higher problems of science which demand patient labor and long research, but bring at length so abundant a reward. I have no fear that such resources will make women less learned in gracious household ways. Such elevated themes are in no degree incompatible with duties daily expected at their hands; nor with the tenderer obligations of care and loving sympathy which are so peculiarly their own. 7. Still less will such themes conflict in any degree with the highest of all duties; or with those earnest and devout thoughts which the study of God's visible universe, or the investigation of the more mysterious realm of mind, is calculated to awaken.

8. When, at length, the work of creation was perfected, and man came into being, a living soul, gifted with reason: the one created being made in the image of God; amid all the varied forms of life with which he was surrounded, there was no companionship meet for him. He needed one of like endowments, with whom he could exchange the first utterances which gave audible form to thought. 9. Thenceforth the study of the Creator's works blended with the worship of Himself; nor—when reflecting on the inconceivable

vastness of that universe, of which our sun and all its planets are but star-dust; and of the power with which the human intellect grapples with its immensities: weighing the sun, analyzing the fixed stars, determining the very chemical elements of the nebulæ, and reducing to law and order the whole phenomena of the heavens,—can I doubt that all that science has mastered is but a page in that ample volume of God's works, on which the purified intellect shall, in a future life, dwell with ever growing delight, and ever ampler recognition of what God's infinitude is.

Explain the following: (1) Toil with undue ardor. (2) The old world's privileged orders. (3) The fit counterpart. (4) The great world of thought. (5) Her legitimate sphere. (6) To wean from the enslavement of professional pursuits. (7) The counting-house or the bar. (8) Their highest goal. (9) Obtruding her into arenas. (10) Widening the intellectual horizon. (11) Hidden beauty native to the gem. (12) Mysterious realm of mind.

Parse the italicised words in: (1) *Emancipated* as she is. (2) That sisters, wives, and daughters *enjoy* its rewards. (3) *Is being conferred.* (4) *As it* sometimes seems to me *is* the *result.* (5) The mere trading *drudgery.* (6) *Widening*, as it does. (7) The *delight* of study. (8) But *bring* at length. (9) A living *soul.* (10) *When reflecting.* (11) *Weighing* the sun. (12) *That* all *that science* has mastered.

Give the Latin roots from which the following words are derived: *Independent, emancipated. oppressive, content, conferred, pertained, attractive, legitimate, aspirations, educated, requirements, product, perfect, created, prerogative.*

Form new words, by means of prefixes or suffixes, from the above roots.

CONTEMPLATION.

Sweet bird, the nightingale.

Chaunt'ress (for *enchantress*), singer. To *enchant* was to gain power over by song. From Lat. *canto*, I sing. Cognates: *Incantation*, *chant* (through Fr.), *enchant*, *disenchant*.

High'est noon, highest point in the heavens—what Shakspeare calls 'the noon of night.'

Plat, a doublet of *plot* and also of *flat* (place).

Swing'ing slow. This line is a good example of alliteration.

Still, quiet. Cognate: *Stillness*.

Remov'ed, retired or remote. From Lat. *removeo* (*remot-um*), I draw away.

Unsphere, draw down out of its heavenly sphere.

Nook, corner.

Power (a dissyllable).

Consent', a harmonious and preordained action. From Lat. *con*, together, and *sentio*, I feel.

El'ement, fire, air, earth, or water.

Pall, a cloak. From Lat. *pallium*, a cloak. Cognate: *Palliate*.

Present'ing, representing.

What of later age, a probable allusion to the plays of Shakspeare.

Busk'in, a half-boot with high heels, worn by actors in tragedy. The *sock* (*soccus*) was a low shoe worn by comic actors.

Him, Chaucer, who wrote the *Canterbury Tales*.

Enchant'ments drear. This refers to the *Faerie Queene* of Spenser.

Civ'il-suited, dressed like a citizen in his best and gayest colors.

Frounced, a kind of dressing of the hair.

Min'ute-drops, 'as we say *minute-guns*,' indicating the large drops that fall at short intervals from the eaves after a shower of rain.

Monument'al, serving as a reminder of older times. From Lat. *moneo*, I warn. Cognates: *Admonish*, *admonition*, *monument*.

Profan'er = too profane.

Gar'ish, staring.

Por'traiture, an allusion to the old pictures of angels holding scrolls displayed against the background of their extended wings.

Sweet bird, that shunn'st the noise of folly,
Most musical, most melancholy!
Thee, chauntress, oft the woods among
I woo, to hear thy even-song;
And, missing thee, I walk unseen
On the dry, smooth-shaven green,
To behold the wandering Moon
Riding near her highest noon,
Like one that had been led astray
Through the heaven's wide pathless way,
And oft, as if her head she bowed,

Stooping through a fleecy cloud.
Oft, on a plat of rising ground,
I hear the far-off curfew sound,
Over some wide-watered shore,
Swinging slow with sullen roar;
Or, if the air will not permit,
Some still removed place will fit,
Where glowing embers through the room
Teach light to counterfeit a gloom,
Far from all resort of mirth,
Save the cricket on the hearth,
Or the bellman's drowsy charm
To bless the doors from nightly harm.
Or let my lamp, at midnight hour,
Be seen in some high lonely tower,
Where I may oft out-watch the Bear,
With thrice-great Hermes, or unsphere
The spirit of Plato, to unfold
What worlds or what vast regions hold
The immortal mind that hath forsook
Her mansion in this fleshly nook:
And of those demons that are found
In fire, air, flood, or underground,
Whose power hath a true consent
With planet or with element.
Sometime let gorgeous Tragedy
In sceptred pall come sweeping by,
Presenting Thebes, or Pelops' line,
Or the tale of Troy divine,
Or what (though rare) of later age
Ennobled hath the buskined stage.
But, O sad Virgin, that thy power

Might raise Musæus from his bower;
Or bid the soul of Orpheus sing
Such notes as, warbled to the string,
Drew iron tears down Pluto's cheek,
And made Hell grant what love did seek;
Or call up him that left half-told
The story of Cambuscan bold,
Of Camball, and of Algarsife,
And who had Canace to wife,
That owned the virtuous ring and glass,
And of the wondrous horse of brass
On which the Tartar king did ride;
And if aught else great bards beside
In sage and solemn tunes have sung,
Of turneys, and of trophies hung,
Of forests, and enchantments drear,
Where more is meant than meets the ear.
Thus, Night, oft see me in thy pale career,
Till civil-suited Morn appear,
Not tricked and frounced, as she was wont
With the Attic Boy to hunt,
But kerchieft in a comely cloud,
While rocking winds are piping loud,
Or ushered with a shower still,
When the gust hath blown his fill,
Ending on the rustling leaves,
With minute-drops from off the eaves.
And, when the sun begins to fling
His flaring beams, me, Goddess, bring
To arched walks of twilight groves,
And shadows brown, that Sylvan loves,
Of pine, or monumental oak,

Where the rude axe with heaved stroke
Was never heard the nymphs to daunt,
Or fright them from their hallowed haunt.
There, in close covert, by some brook,
Where no profaner eye may look,
Hide me from day's garish eye,
While the bee with honeyed thigh,
That at her flowery work doth sing,
And the waters murmuring,
With such consort as they keep,
Entice the dewy-feathered Sleep.
And let some strange mysterious dream
Wave at his wings, in airy stream
Of lively portraiture displayed,
Softly on my eyelids laid;
And, as I wake, sweet music breathe
Above, about, or underneath,
Sent by some Spirit to mortals good,
Or the unseen Genius of the wood.

Milton (1608-1674.)

NOTES.

Line 27. **The Bear**, the constellation of Ursa Major. As the Bear never sets, Milton could only outwatch it by sitting up all night, till sunrise.

28. **Thrice-great Hermes.** Hermes Trismegistus, a fabled king of Egypt, said to have been contemporary with Moses. To him are attributed many books on theology, alchemy, and astrology, which were written by some unknown person in the first century.

39. **Thebes**, the capital of Bœotia, the scene of Æschylus's play of the *Seven against Thebes*.——Pelops' line of descendants. Pelops was a king of Pisa in Elis (he gave his name to Peloponnesus = the island of Pelops); and Æschylus has written three tragedies about his family —to which Agamemnon, Orestes, and Iphigenia belonged.

40. **Tale of Troy.** This might be the *Iliad* (from Gr. *Ilion* = Troy); but Milton probably means here the parts of the Tale of Troy treated in their plays by Sophocles and Euripides.

44. **Musæus**, a mythical bard of Thrace, said to have been a son of Orpheus.

45. **Orphēūs**, a Greek poet of Thrace. When his wife Eurydice died, Or-

pheus went down to Hades, and by his music induced Dis (Pluto) to send his wife back to earth. There was, however, the condition that he should not look back at Eurydice as she followed him. He broke this; and she was lost to him.

50. Story of Cambuscan (properly *Cambus Khan*), the Squire's Tale in Chaucer.

64. Attic Boy, Cephălus, a grandson of Cecrops, king of Attica. He was beloved by *Ēōs*, the Dawn.

94. Genius. Every spot in a wood or mountain was believed to be protected by a deity, who was called the *Genius of the place* (*Genius loci*).

CAUTIONS AND DIRECTIONS FOR READING.

Line 5: A slight pause after *And*. Line 7: Avoid the verse-accent upon *to*. Line 9: No accent upon *had*. Line 11: Avoid the verse-accent upon *if*.

Line 13: Read *on-a-p'at* as one word. Line 17: No accent upon *if*.

Line 25: No accent upon *let*. Line 29: Avoid the verse-accent upon *to*. Line 31: No accent upon *hath*. Line 33: A slight pause after *And*.

Line 46: A pause after *Such notes*. Line 56: A pause after *And*.

Line 63: No accent upon *she*. Line 69: Avoid the verse-accent upon *on*.

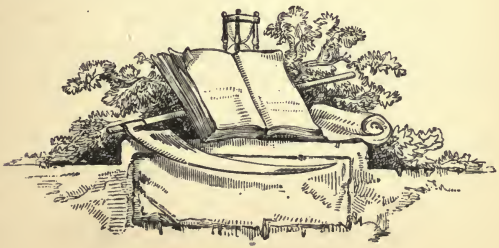
Line 71: Pause after *And;* no accent upon *when*.

Line 79: A slight pause after *There;* and after *covert*. Line 81: Avoid the verse-accent upon *from*. Line 93: No accent upon *by*.

EXERCISES.—1. Parse the first four lines of verse 4.

2. Analyze the first six lines of the poem.

3. Paraphrase verse 2.



THE CREATION OF THE EARTH.

Affin'ity, attraction by which bodies are united.
A'queous, watery.
Abyss'es great hollows
Den'ser, heavier.
Gravita'tion tending to the centre.
Inau'gurated, commenced
In andes'cence, burning.
Nu'cleus, the central part.
Neb'ulous cloudy, hazy
Prime'val first.
Precip'itated, thrown down
Strat'ified, ormed in layers.
Ten'uous thin.
Tur'bid muddy
Vol'atile easily turned to gas.

1. Let our first picture, then, be that of a vaporous mass, representing our now solid planet spread out over a space nearly two thousand times greater in diameter than that which it now occupies, and whirling in its annual round about the still vaporous centre of our system, in which at an earlier period the earth had been but an exterior layer, or ring of vapor. The atoms that now constitute the most solid rocks are in this state as tenuous as air, kept apart by the expansive force of heat, which prevents not only their mechanical union, but also their chemical combination. 2. But within the mass, slowly and silently, the force of gravitation is compressing the particles in its giant hand, and gathering the denser towards the centre, while heat is given forth on all sides from the condensing mass into the voids of space without. Little by little the denser and less volatile matters collect in the centre as a fluid molten globe, the nucleus of the future planet; and in this nucleus the elements, obeying their chemical affinities hitherto latent, are arranging themselves in compounds which are to constitute the future rocks. 3. At the same time, in the

J. W. Dawson

exterior of the vaporous envelope, matters cooled by radiation into the space without are combining with each other, and are being precipitated in earthy rain or snow into the seething mass within, where they are either again vaporised and sent to the surf ce or absorbed in the increasing nucleus.

4. As this process advances, a new brilliancy is given to the faint shining of the nebulous matter by the incandescence of these solid particles in the upper layers of its atmosphere, a condition which at this moment, on a greater scale, is that of the sun; in the case of the earth, so much sma ler in volume, and farther from the centre of the system, it came on earlier and has long since passed away. This was the glorious starlike condition of our globe: in a physical point of view, its most perfect and beautiful state, when, if there were astronomers with telescopes in the stars, they might have seen our now dull earth flash forth—a brilliant white star secondary to the sun.

5. But in the process of time this passes away. All the more solid and less volatile substances are condensed and precipitated; and now the atmosphere, still vast in bulk, and dark and misty in texture, conta'ns only the water, chlorine, carbonic acid, sulphuric acid, and other more volatile substances; and as these gather in dense clouds at the outer surface, and pour in fierce corrosive rains upon the heated nucleus, combining with its materials, or flashing again into vapor, darkness dense and gross settles upon the vaporous deep, and continues for long ages, until the atmosphere is finally

cleared of its acid vapors and its superfluous waters.

6. In the meantime, radiation and the heat abstracted from the liquid nucleus by the showers of condensing material from the atmosphere, have so far cooled its surface that a crust of slag or cinder forms upon it. Broken again and again by the heavings of the ocean of fire, it at length sets permanently, and receives upon its bare and blistered surface the ever-increasing aqueous and acid rain thrown down from the atmosphere, at first sending it all hissing and steaming back, but at length allowing it to remain a universal boiling ocean.

7. Then began the reign of the waters, and the dominion of fire was confined to the abysses within the solid crust. Under the primeval ocean were formed the first stratified rocks from the substances precipitated from its waters, which must have been loaded with solid matter. We must not imagine this primeval ocean like our own blue sea, clear and transparent, but filled with earthy and saline matters, thick and turbid, until these were permitted to settle to the bottom and form the first sediments.

8. In the meantime all is not at rest in the interior of the new formed earth. Under the crust vast oceans of molten rock may still remain, but a solid interior nucleus is being crystallized in the centre, and the whole interior globe is gradually shrinking. At length this process advances so far that the exterior crust, like a sheet of ice from below which the water has subsided, is left unsupported; and with terrible earthquake-throes it sinks downward, wrinkling up its huge folds be-

tween which are vast sunken areas into which the waters subside, while from the intervening ridges the earth's pent-up fires belch forth ashes and molten rocks. 9. So arose the first dry land:

> "The mountains huge appear
> Emergent, and their broad, bare backs upheave
> Into the clouds, their tops ascend the sky;
> So high as heaved the tumid hills, so low
> Down sunk a hollow bottom, broad and deep,
> Capacious bed of waters."

The cloud was its garment, it was swathed in thick darkness, and presented but a rugged pile of rocky precipices; yet well might the "morning stars sing together, and all the sons of God shout with joy," when its foundations were settled and its corner-stone laid, for then were inaugurated the changes which were to lead to the introduction of life on the earth, and to all the future development of the continents.

Dr. Dawson.

EXERCISES.—1. Make a summary of the lesson, stating the changes through which the earth passed from the vaporous to the solid condition.

2. Write from your own summary a description of the processes of formation through which the earth passed.

3. Learn to spell:

Chaos	Mechanical	Affinities	Precipitated
Primitive	Nucleus	Brilliancy	Swathed
Vaporous	Condensing	Chlorine	Precipices
Sulphuric	Crystallized	Astronomers	Inaugurated.

4. Give the derivation of: *Conclusion, previous, concur, constitute, exterior, precipitated, affinity, atmosphere.*

AN APRIL DAY.

Garnered, stored up. *Garner* is a by-form of *granary;* from Latin *granum*, a grain.
Continuous, perpetually going on. From Lat. *con*, together, and *teneo*, I hold.
Decreases, becomes smaller. From Lat. *de*, down, and *cresco*, I grow.
Abrupt, sudden. From Lat. *ab*, from, and *rumpo* (*rupt-um*), I break.

1. All day the low-hung clouds have dropped
Their garnered fulness down;
All day that soft gray mist hath wrapped
Hill, valley, grove, and town.
There has not been a sound to-day
To break the calm of nature:
Nor motion, I might almost say,
Of life, or living creature;
Of waving bough, or warbling bird,
Or cattle faintly lowing;
I could have half-believed I heard
The leaves and blossoms growing.

2. I stood to hear—I love it well—
The rain's continuous sound,
Small drops, but thick and fast they fell,
Down straight into the ground.
For leafy thickness is not yet
Earth's naked breast to screen,
Though every dripping branch is set
With shoots of tender green.

3. Sure since I looked at early morn,
Those honeysuckle buds
Have swelled to double growth; that thorn

Hath put forth larger studs;
That lilac's cleaving cones have burst,
The milk-white flowers revealing;
Even now, upon my senses first
Methinks their sweets are stealing.

4. Down, down they come—those fruitful stores!
Those earth-rejoicing drops!
A momentary deluge pours,
Then thins, decreases, stops;
And, ere the dimples on the stream
Have circled out of sight,
Lo! from the west a parting gleam
Breaks forth of amber light.
But yet behold—abrupt and loud
Comes down the glittering rain:
The farewell of a passing cloud,
The fringes of her train.

Chaucer (1340-1400).

CAUTIONS AND DIRECTIONS FOR READING.

SECTION 1.—Line 1: Read *All day* with one accent each. Line 5: Avoid the verse-accent upon *has*. Line 11: Slur over *could* and hasten on to *half-believed*.

SECTION 2.—Line 3: *Small* is more emphatic than *drops*.

SECTION 3.—Line 1: Pause after *Sure*. Line 3: Slight emphasis on *that*. Line 7: Avoid the verse-accent on *upon*.

SECTION 4.—Line 5: Avoid the verse-accent upon *ere*. Line 7: No accent upon *from*. Line 8. Slight pause after *forth*. Line 11: Avoid the verse-accent upon *of*. This is done by making a slight pause after *farewell*. Line 12: The same remark applies to *of* and *fringes*.

EXERCISES.—1. Write a paraphrase of the first Section.

2. Write a short paper on 'An April Day,' taking suggestions from the above.

3. Parse the first four lines of the poem.

4. Analyze Section 3.

THE FUTURE OF CANADA.

Impe'r'alism, desire for Monarchical rule.
Vice-re'gal, appointed by a Monarch to act in his stead.
Beard'ed, fringed, covered.
Compet'itor, rival.
Presumed', taken for granted.
Obliv'ious, unaware.
Ab'rogated, repealed.
Recipro'city, pertaining to free interchange of products between two nations.
Coales'cence, union.
Boss'es, raised parts.
Homoge'neousness, sameness of nature.

1. There came yesterday from Windsor Castle a message, sent by what Tennyson calls

"Thunderless lightnings smiting under the seas,"

to the fourth daughter of Victoria at Montreal: "Delighted at reception. Say so. The Queen." Although Canada occupies so large a place in the minds of Britons, that the Marquis of Lorne publicly affirms that Montreal is the best-known city on this continent, I undertake to affirm that Americans in general have not heard of anything happening in Canada since 1867, when the union of the provinces was formed. We are as oblivious of what occurs on the other side of the St. Lawrence as Englishmen in general are as to what happens on this side of the Atlantic. Nevertheless Canada at this moment is the fifth maritime power in the world.

2. The mouth of the St. Lawrence is shut fully five months of the year by ice. Commercial reasons, it was presumed by some, would lead Canada to seek annexation to the United States after the repeal of the reciprocity treaty. That agreement was negotiated by Lord Elgin in 1854, and abrogated in 1866. The city of Boston had a trade of more than twenty-

seven million dollars annually, affected by its provisions. The union of the British-American provinces was an accomplished fact fifteen months after the repeal of the treaty. 3. Most urgent commercial forces hurried on this coalescence. Canada before the confederation was an inland province. Its chief winter gates to the ocean were New York, Boston, and Portland. Now it has a seaboard. The country of Evangeline's Acadie, which Longfellow annexed to American hearthstones, is startled by the thunder of railway-passage.

"This *was* the forest primeval. The murmuring pines and the hemlocks,
Bearded with moss and in garments green, indistinct in the twilight,
Stood like Druids of old, with voices sad and prophetic."

4. At a public expense of twenty million dollars, the Intercolonial Railway has been undertaken, to secure free communication on Canadian soil to and from the inland cities, and Halifax and St. John on the Atlantic. Various other means of intercommunication have been improved, so that the shutting of the mouth of the St. Lawrence in the winter does not prevent the access of Canada to the ocean. That is never frozen. To-day Canada is a competitor with the United States in the ports of the West Indies and of South America; and, in case of certain articles, in those of Great Britain herself. 5. The repeal of the reciprocity treaty has drawn the British Provinces closer together. The interchange of traffic, which from 1820 to 1866 was largely in favor of the United States, underwent so great an alteration from 1866 to 1873, as to show a balance

against the United States, and in favor of Canada, of $51,875,000.

6. Lord Derby said, a few years ago, that everybody knew that Canada must soon become an independent nation. He has changed his mind since, and is now a representative of the rising tide of imperialism; but at this hour not a shilling of British money comes to Canada, although a vice-regal government is accepted there with acclamations.

7. The United States rejoice to see the crescent power of the principles of self-government in Canada. They desire for the Dominion a long discipline in self-rule, such as our colonies had here before we separated wholly from the mother-country. If ever the day comes when Canada thinks that she can do better than to remain substantially an independent power, receiving nothing from Great Britain but a vice-regal governor, and protection in case she is attacked, Americans will undoubtedly welcome her to the Union, but only on her own free choice. 8. Let Canada occupy her spacious western provinces; let her open to the sunlight the black furrows of the Saskatchewan valley; let her carry the farming and forest populations far up the mild shores of that river; let her found in Manitoba manufactures as well as agriculture; let her fill her forests with the sound of axes, and send her huntsmen along her streams toward the North Star, until the gleam of the bay to which Hudson gave his name comes in sight, and the last of the stunted poplars and birches are in view; let her pierce the colossal spikes and bosses of the Rocky Mountains with another Pacific

Railway; let her mould her differing provinces into something like homogeneousness, and the probabilities of her ultimate incorporation with the American Union will not be increased.

9. Who knows but that the ultimate solution of this question of annexation or incorporation may be neither annexation nor incorporation, but the belonging of all English-speaking peoples to one commercial league, self-government the principle in each political division! 10. Let us look far on, and anticipate, with acclamation of the deep, thoughtful sort, the time when English-speaking nations shall keep treaties with each other. Let us adhere to what is practical. Let us enlarge the influence of arbitration between English-speaking nations; and by that principle form a commercial league sufficient to secure substantial peace for English-speaking populations around the globe.

Rev. Joseph Cook, (Adapted.)

QUESTIONS.—1. "Say so," to whom? 2. "Union of the provinces," which provinces? 3. Canada the "fifth" Maritime power. Name the powers stronger than she? 4. If Canada were annexed to the United States, what change would be made in her form of government? 5. What would our nationality then be? 6. What are the termini of the Intercolonial Railway?

DICTATION.—Learn to write out the last two Sections.

EXERCISES.—1. Learn to spell the following words:

Reciprocity,	Maritime,	Competitor,
Hearthstones,	Saskatchewan,	Homogeneousness,
Coalescence,	Colossal	Negociated.

2. Explain the following phrases: (1) Thunderless lightning smiting under the seas. (2) Delighted at reception. (3) The fifth Maritime power in the world. (4) Repeal of the reciprocity treaty. (5) The agreement was negociated. (6) Most urgent commercial forces. (7) Annexed to American hearthstones. (8) Rising tide of Imperialism. (8) Mould her differing provinces into something like homogeneousness.

HAMLET'S SOLILOQUY ON DEATH AND SUICIDE.

Bod'kin, a dagger.
Bourne, limit, boundary.
Consumma'tion, an ending.
Con'tumely, contempt.
Devout'ly, earnestly.
Far'dels, burdens.
In'solence, impudence.
Shuff'led, to shove.
Soliloquy, a discourse not addressed to any one but the speaker himself.
Su'icide, the act of taking one's own life.
Spurns, rejections.
Sick'lied, made sickly.
Quie'tus, end of troubles.

Hamlet—To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die—to sleep—
No more; and by a sleep to say we end
The heartache, and the thousand natural shocks
That flesh is heir to,—'tis a consummation
Devoutly to be wished. To die, to sleep;
To sleep! perchance to dream;—ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause; there's the respect
That makes calamity of so long life:
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,

When he himself might his quietus make
With a bare bodkin? who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscovered country from whose bourne
No traveller returns, puzzles the will;
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

Shakspeare.

NOTE.

This soliloquy is uttered by *Hamlet*, after he has been commanded by his father's ghost to avenge his father's murder, and has failed to accomplish the task imposed on him. In a previous soliloquy he chides himself severely for the delay in executing his commission, and now he admits that the thought of suicide had occurred to him as a possible refuge from his perplexities.

DIRECTIONS FOR EMPHASIS.

Line 1: *To be*, or *not*. 5: *Die, sleep.* 7: *Heartache.* 8: *Heir, consummation.* 9: *Devoutly, die, sleep.* 10: *Sleep, dream, there's.* 11: *Death.* 12: *Mortal coil.* 13: *Pause.* 14: *Calamity.* 15: *Whips, scorns.* 16: *Wrong, contumely.* 17: *Pangs, despised love.* 18: *Insolence, spurns.* 20: *Quietus.* 21: *Bodkin, fardels.* 23: *Dread, after.* 25: *Puzzles.* 26: *Have.* 28: *Conscience, cowards.* 32: *This.* 33: *Action.*

EXERCISE 1.—Explain the following expressions. (1) The slings and arrows of outrageous fortune. (2) The thousand natural shocks that flesh is heir to. (3) When we have shuffled off this mortal coil. (4) Must give us pause. (5) The undiscovered country. (6) The native hue of resolution. (7) Enterprises of great pith and moment. (8) Their currents turn awry.

ADVICE TO YOUNG MEN.

Cultivating (your minds), opening up the ground, and planting in it the seed of new and better thoughts. From Lat. *col-o*, I cultivate; *cult-or*, a cultivator.

Sceptic, doubter. From Gr. *skeptomai*, I look round.

Accessions, additions. From Lat. *accedo*, *access-um*, I come to.

Primal, first. From Lat. *primus*, first.

Bating, excepting.

Anticipations, forecasts. From Lat. *ante*, before, and *capĕre*, to take or take hold of (with the mind).

Traditionary, handed down by word of mouth from father to son. From Lat. *trado*, I hand over.

Firth, long withdrawn arm of the sea. It is called in Norway a *fjord*.

Diluvial, made or deposited by the former action of water. From Lat. *diluo* (*dilutum*)—*dis*, asunder, and *luo*, to wash. Hence *diluvium*, a *deluge*, and also *that which is washed down*.

Friction, rubbing. From Lat. *frico*, I rub.

Strata, layers. It is the plural of the Lat. *stratum*, something laid. From this word comes our *street*—one of the few words left us by the Romans.

Implements, tools.

Deemed, thought. The old meaning of *deem* was, to judge; and *doom* was the sentence of the judge.

Fissures, splits. From Lat. *findo*, (*fissum*), I cut or split.

Rime, hoar-frost.

Mellowed, changed into softer and milder colors.

Inferior, a Latin word, which means *lower*. The opposite of it is *superior*, which means *upper*. Hence Lake Superior, which is the uppermost of the five great lakes of North America.

Resuming, taking up again. From Lat. *re*, again, and *sumo*, I take.

Phenomena, appearances. (A purely Greek word.)

Fretted, eaten away. *Fret* is the same word as *eat*, with a prefix *for-* (shortened *fr-*), which intensifies, or gives force to, the meaning.

Depression, sunk hollow. From Lat. *de*, down, and *premo* (*pressum*), I press.

Conclusive proof, such a proof as *shuts* one *up* to a certain belief. From Lat. *con*, together, and *claudo*, I shut.

Ratio, proportion. (A Latin word in its Latin form.)

Conviction, fixed or settled belief—based upon rational grounds. From Lat. *convinco*, I conquer.

1. My advice to young working-men desirous of bettering their circumstances, and adding to the amount of their enjoyment, is a very simple one. Do not seek happiness in what is misnamed pleasure; seek it rather in what is termed study. Keep your consciences clear, your curiosity fresh, and embrace every opportunity of cultivating your minds.

2. Learn to make a right use of your eyes; the commonest things are worth looking at—even stones and weeds, and the most familiar animals. Read good books, not forgetting the best of all; there is more true philosophy in the Bible than in every work of every sceptic that ever wrote; and we should be all miserable creatures without it, and none more miserable than the working-man. 3. You are jealous of the upper classes. But upper and lower classes there must be, so long as the world lasts; and there is only one way in which your jealousy of them can be well directed. Do not let them get ahead of you in intelligence.

4. I intended, however, to speak rather of the pleasure to be derived, by even the humblest, in the pursuit of knowledge, than of the power with which knowledge in the masses is invariably accompanied. For it is surely of greater importance that men should receive accessions to their own happiness, than to the influence which they exert over other men. 5. Simple as the fact may seem, if universally recognized, it would save a great deal of useless discontent, and a great deal of envy. Allow me to illustrate this subject by a piece of simple narrative. I wish to show how possible it is to enjoy much happiness in very mean employments. Cowper tells us that labor, though the primal curse, "has been softened into mercy"; and I think that, even had he not done so, I would have found out the fact for myself.

6. I was now going to work at what Burns has instanced, in his "Twa Dogs," as one of the most dis-

agreeable of all employments—to work in a quarry. Bating the passing uneasiness occasioned by a few gloomy anticipations, the portion of my life which had already gone by had been happy beyond the common lot. I had been a wanderer among rocks and woods—a reader of curious books when I could get them—a gleaner of old traditionary stories; and now I was going to exchange all my day-dreams, and all my amusements, for the kind of life in which men toil every day that they may be enabled to eat, and eat every day that they may be enabled to toil!

7. The quarry in which I wrought lay on the southern shore of a noble inland bay, or firth rather, with a little clear stream on the one side, and a thick fir-wood on the other. It had been opened in the old red sandstone of the district, and was overtopped by a huge bank of diluvial clay, which rose over it in some places to the height of nearly thirty feet, and which at this time was rent and shivered, wherever it presented an open front to the weather, by a recent frost. A heap of loose fragments, which had fallen from above, blocked up the face of the quarry, and my first employment was to clear them away. 8. The friction of the shovel soon blistered my hands, but the pain was by no means very severe, and I wrought hard and willingly, that I might see how the huge strata below, which presented so firm and unbroken a frontage, were to be torn up and removed. Picks, and wedges, and levers were applied by my brother-workmen; and simple and rude as I had been ac-

customed to regard these implements, I found I had much to learn in the way of using them. They all proved inefficient, however, and the workmen had to bore into one of the inferior strata, and employ gunpowder. 9. The process was new to me, and I deemed it a highly amusing one: it had the merit, too, of being attended with some such degree of danger as a boating or rock excursion, and had thus an interest independent of its novelty. We had a few capital shots: the fragments flew in every direction; and an immense mass of the diluvium came toppling down, bearing with it two dead birds, that in a recent storm had crept into one of the deeper fissures, to die in the shelter. 10. I was engaged in admiring the poor little things, more disposed to be sentimental, perhaps, than if I had been ten years older, and thinking of the contrast between the warmth and jollity of their green summer haunts, and the cold and darkness of their last retreat, when I heard our employer bidding the workmen lay by their tools. I looked up and saw the sun sinking behind the thick fir-wood beside us, and the long, dark shadows of the trees stretching downwards towards the shore.

11. I was as light of heart next morning as any of my brother-workmen. There had been a smart frost during the night, and the rime lay white on the grass as we passed onwards through the fields; but the sun rose in a clear atmosphere, and the day mellowed, as it advanced, into one of those delightful days of early spring, which give so pleasing an earnest of whatever is mild and genial in the better

half of the year. 12. All the workmen rested at mid-day, and I went to enjoy my half-hour, alone on a mossy knoll in the neighboring wood, which commands through the trees a wide prospect of the bay and the opposite shore. There was not a wrinkle on the water, nor a cloud in the sky; and the branches were as moveless in the calm as if they had been traced on canvas. 13. From a wooded promontory that stretched half-way across the firth, there ascended a thin column of smoke. It rose straight as the line of a plummet for more than a thousand yards, and then, on reaching a thinner stratum of air, spread out equally on every side like the foliage of a stately tree. 14. Ben Wyvis rose to the west, white with the yet unwasted snows of winter, and as sharply defined in the clear atmosphere as if all its sunny slopes and blue retiring hollows had been chiselled in marble. A line of snow ran along the opposite hills; all above was white, and all below was purple. I returned to the quarry, convinced that a very exquisite pleasure may be a very cheap one, and that the busiest employments may afford leisure enough to enjoy it.

15. The gunpowder had loosened a large mass in one of the inferior strata, and our first employment, on resuming our labors, was to raise it from its bed. I assisted the other workmen in placing it on edge, and was much struck by the appearance of the platform on which it had rested. The entire surface was ridged and furrowed like a bank of sand that had been left by the tide an hour before. I could trace every bend and curvature, every cross

hollow and counter ridge of the corresponding phenomena; for the resemblance was no half resemblance—it was the thing itself; and I had observed it a hundred and a hundred times, when sailing my little schooner in the shallows left by the ebb. 16. But what had become of the waves that had thus fretted the solid rock, or of what element had they been composed? I felt as completely at fault as Robinson Crusoe did on his discovering the print of the man's foot on the sand. The evening furnished me with still further cause of wonder. We raised another block in a different part of the quarry, and found that the area of a circular depression in the stratum below was broken and flawed in every direction, as if it had been the bottom of a pool recently dried up, which had shrunk and split in the hardening. 17. Several large stones came rolling down from the diluvium in the course of the afternoon. They were of different qualities from the sandstone below, and from one another; and, what was more wonderful still, they were all rounded and water-worn, as if they had been tossed about in the sea, or the bed of a river, for hundreds of years. There could not, surely, be a more conclusive proof that the bank which had inclosed them so long could not have been created on the rock on which it rested. No workman ever manufactures a half-worn article, and the stones were all half worn! And if not the bank, why then the sandstone underneath? I was lost in conjecture, and found I had food enough for thought that evening, without once thinking of the unhappiness of a life of labor.

18. My first year of labor came to a close, and I found that the amount of my happiness had not been less than in the last of my boyhood. My knowledge, too, had increased in more than the ratio of former seasons; and as I had acquired the skill of at least the common mechanic, I had fitted myself for independence. The additional experience of twenty years has not shown me that there is any necessary connection between a life of toil and a life of wretchedness; and when I have found good men anticipating a better and a happier time than either the present or the past, the conviction that in every period of the world's history the great bulk of mankind must pass their days in labor has not in the least inclined me to scepticism.

Hugh Miller (1802-1856).

EXERCISES.—1. Write a SUMMARY of paragraphs 8 to 11 inclusive.

2. Re-write the paragraphs from your own summary.

3. Explain the following phrases, and give synonyms for the words: (1) Better their circumstances. (2) Embrace every opportunity. (3) The pleasure to be derived from the pursuit of knowledge. (4) A few gloomy anticipations. (5) Enabled. (6) Fragments. (7) Accustomed. (8) Implements.

4. Parse all the words in the following sentence: A heap of loose fragments, which had fallen from above, blocked up the face of the quarry.

5. Analyze the above sentence.

6. The word *seek* appears as *seech* in *beseech*. *Beseech* is called a derivative of *seek*. In the same way, give as many derivatives as you can of *right; curious; family; write; head; up; humble.*

7. The Latin words brought into our language take numerous forms. Thus the Latin *curro*, I *run*, appears in *current*, *running* water; in *currency*, money that *runs;* in *concur*, to *run* together

with ; in *discursive*, *running* hither and thither ; in *precursor*, one who *runs* before. In the same way, give all the words you know connected with *cultivate* (root *col*, stem *cult*) ; *intend* (root *tend*, stem *tent*) ; and *accede* (root *ced*, stem *cess*).

8. Write the following sentence in more simple English : Bating the passing uneasiness occasioned by a few gloomy anticipations, the portion of my life which had already gone by had been happy beyond the common lot.

9. Write all the adjectives you know from the following nouns, and in columns : *Use ; zeal ; envy ; labor ; toil ; summer ; day.*

10. Add prefixes to the following words, and explain their meaning in a second column : *Light ; hearten ; dim ; take ; rest ; large ; close.*

HOW THEY BROUGHT THE GOOD NEWS FROM GHENT TO AIX.

Post'ern, a back door or gate. From O. Fr. *posterne* ; from Lat. *posterus*, behind.
Pique, point of the saddle.
Bluff, steep and abrupt. The high cliffs which rise up from the Mississippi are called *bluffs*.
Spume, froth. From Lat. *spuma*, foam.
Bur'gesses, registered inhabitants of the *burg* or burgh.

1. I sprang to the stirrup, and Joris, and he ;
I galloped, Dirck followed, we galloped all three.
'Good speed!' cried the watch, as the gate-bolts undrew ;
'Speed!' echoed the wall to us galloping through.
Behind shut the postern, the light sank to rest,
And into the midnight we galloped abreast.

2. Not a word to each other ; we kept the great pace
Neck by neck, stride by stride, never changing our place ;

I turned in my saddle and made its girths tight,
Then shortened each stirrup, and set the pique right,
Rebuckled the check-strap, chained slacker the bit,
Nor galloped less steadily Roland a whit.

3. 'Twas moonset at starting; but while we drew near
Lokeren, the cocks crew and twilight dawned clear;
At Boom, a great yellow star came out to see;
At Duffeld, 'twas morning as plain as could be;
And from Mechlin church-steeple we heard the half-chime;
So Joris broke silence with: 'Yet there is time!'

4. At Aerschot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare through the mist at us galloping past;
And I saw my stout galloper Roland at last,
With resolute shoulders, each butting away
The haze, as some bluff river-headland its spray;

5. And his low head and crest, just one sharp ear bent back
For my voice, and the other pricked out on his track;
And one eye's black intelligence—ever that glance
O'er its white edge at me, his own master, askance!
And the thick heavy spume-flakes which aye and anon

His fierce lips shook upwards in galloping on.

6. By Hasselt, Dirck groaned; and cried Joris,
'Stay spur!
Your Roos galloped bravely; the fault's not in her,
We'll remember at Aix'—for one heard the quick wheeze
Of her chest, saw the stretched neck, and staggering knees
And sunk tail, and horrible heave of the flank,
As down on her haunches she shuddered and sank.

7. So we were left galloping, Joris and I,
Past Loos and past Tongres: no cloud in the sky;
The broad sun above laughed a pitiless laugh,
'Neath our foot broke the brittle, bright stubble; like chaff;
Till over by Dalhem a dome-tower sprang white,
And 'Gallop,' cried Joris, 'for Aix is in sight!

8. How they'll greet us!' and all in a moment his roan
Rolled neck and croup over, lay dead as a stone;
And there was my Roland to bear the whole weight
Of the news which alone could save Aix from her fate,
With his nostrils like pits full of blood to the brim,
And with circles of red for his eye-sockets' rim.

9. Then I cast loose my buff-coat, each holster let fall,
Shook off both my jack-boots, let go belt and all,
Stood up in the stirrup, leaned, patted his ear,
Called my Roland his pet name, my horse without peer;
Clapped my hands, laughed and sang, any noise, bad or good,
Till at length into Aix, Roland galloped and stood!

10. And all I remember is friends flocking round
As I sat with his head 'twixt my knees on the ground;
And no voice but was praising this Roland of mine,
As I poured down his throat our last measure of wine,
Which (the burgesses voted by common consent)
Was no more than his due who brought good news from Ghent.

R. Browning.

CAUTIONS AND DIRECTIONS FOR READING.

VERSE 1.—Line 6: A slight pause after *And.*

VERSE 3.—Line 1: A slight pause after *but.* Line 3: The verse would make the reader sink the word *star;* give it due prominence. Line 6: A strong emphasis on and pause after *Yet.*

VERSE 4.—Line 6: No pause after *bluff.*

VERSE 5.—Line 1: Read the words *just one sharp ear* very slowly and distinctly. Line 3: *That glance* very clearly and plainly.

VERSE 6.—Line 4: *Neck* should have as much of an accent as *stretched.*

VERSE 7.—Line 3: A slight pause after *above*.

VERSE 8.—Line 5: A slight pause after *nostrils*

VERSE 9.—Line 1: A pause after *Then*. Line 4: *Pet* and *name* should be equally accented The whole verse should be read in a lively manner and should approach a climax from beginning to end.

VERSE 10.—Line 3: Emphasis on *no*. Line 6: Emphasis on *his*.

EXERCISES.—1. Parse the first four lines of verse 8.

2. Analyze the last four lines of verse 10.

3. Write a SUMMARY of the events described in the poem.

4. Write a short paper, entitled "A Terrible Ride," from your own summary.

NIAGARA FALLS.

Omnip otent, possessing all power.
Absorbed' ent anced, with all the faculties drawn to one thing
Tur bulent. in a disturbed state
Incar'nate clothed with flesh
Compas'sionate. merciful, full of pity
Typ'ified. represented by e.blems.
Prismat'ic colors, all the primary colors, because a prism divides a ray of light into its component colors.
Propi'tia tion atonement.
Hol'ocaust, a whole burnt sacrifice.
Obla'tion an offering for sacrifice

1. Let us accompany the Christian in his pilgrimage to the Falls of Niagara. On beholding them, at first sight he is overawed by their surpassing grandeur, stunned by their sound as if by the roar of thunder; but recovering himself, he raises his heart to that great and omnipotent Being by whose all-powerful fiat these mighty wonders were created; and, then presently sinking down into the depths of his own nothingness, he stands absorbed and entranced, as it were, at the greatness of the Most High; and, crying out with Holy David, he says, 'O, Lord, our Lord, how admirable is thy name over all the earth!' To converse with man is now

irksome to him. His whole soul is filled with God. Tears relieve his heart, borne down, so to speak, with the weight of the divine Immensity, while he again exclaims, 'What is man, O Lord, that thou art mindful of him, or the son of man, that thou shouldst visit him?'

2. He looks upon those broad, deep, and turbulent waters dashing with irresistible force in foaming torrents over that mighty precipice with a thunder echoed from the mountain banks of the lake below, and then thinks of the awful power of Him who speaks in the voice of many waters, and of his own last leap into eternity. In hope he raises his eyes and sees the clouds formed from the spray ascending on high as he repeats to himself, 'Let my prayer, O Lord, ascend as incense in thy sight. Let my last sigh be one of love after making my peace with God and the world.'

3. The water, as it sweeps over the falls, sinks deeply by its weight and momentum, and after gurgling, seething, and foaming it rises again to the surface to flow on sweetly and rest in the bosom of that calm, still lake. All this reminds him of man's deep fall by sin and of his struggles for his restoration to grace, gained at last by the all-atoning merits of the Blood of the Word Incarnate, through which he hopes to rest forever like the waters in the lake, in the bosom of God, where he will sing, during an endless eternity in ecstatic joy, the loving and compassionate mercies of his great Creator.

4. Turning his steps up the mighty river, he sees,

in the midst of the rapids, small islands, covered with cedar and balsam trees, sitting quietly in the sunshine, while the waves dash around them. All this reminds one of a soul strong in God's grace and clean in the midst of the world, for 'in a flood of many waters they shall not come nigh unto him.'

5. As the pilgrim passes over the bridge that conducts to the large island, he will see torrents of water rushing madly, as it were, from the clouds, the only back-ground to be seen; he recalls the world s great calamity when the cataracts of heaven were opened, and the earth drowned on account of the wickedness of men. Here the soul, overawed with terror, might exclaim, 'Come; let us hide in the clefts of the rock, in the wounds of Christ, from the face of an angry God.'

6. It is morning. At the horizon, where the waters and the clouds appear to meet, all is calm and tranquil. Soon the river contracts; and peacefully running for a while, it meets with ledges of rock, and, dashing itself into foam and whirling eddies, forms hundreds of small waterfalls, which, catching the rays of the morning sun, appear as so many white-crested billows of the sea after a storm. Joy and gladness are typified in those sparkling waves. 7 Occasionally tiny rainbows may be seen enameling the brows of those miniature cataracts; and as innumerable bubbles fall, pearls and jewels are reflected in prismatic colors in the foam. In these are seen emblems of the morning of life, when candor, humility, and loveliness protray the innocence of a happy soul basking in the sunshine of God's love.

8. On rainy days a great change comes over the whole scenery. The atmosphere is gloomy and the clouds heavier here than elsewhere; the roar of the cataract, striking against the condensed air, booms like distant continuous thunder. The mind is wrapped in solemn melancholy and is brought to think of that pall of death which daily hangs over everyone, the sinner and the saint. 9. If a clap of thunder and a flash of lightning should add their terrors to the scene, the soul cannot but be reminded of that great and awful day when the children of Adam shall be assembled for judgment in the valley of Jehosephat, and of that searching of Jerusalem with lamps which shall then be made for each and every one by those terrible questions: 'Where is thy soul? What hast thou done with the graces and favors of God? Where are those whom thou hast ruined by word and example?'

10. In winter time, also, the Christian will be taught sublime lessons. The trees and shrubs around are covered with ice, and myriads of glassy pendants hang from the branches, reflecting in dazzling brightness the rays of the sun and by night those of the moon. By these may he not consider a soul encircled by the beauty of God's graces purchased for him by the blood of Christ—the man God? 11. He will hear a crash. It is a branch of a tree that breaks down under its weight of icicles. Alas! how many souls break away from God by sin and are never again engrafted on the true vine which is Christ. The lunar bow by night will give him hopes that, in the darkest hour

of sin and sorrow. the mercy-seat of the good God is always approachable.

12. The worshipper of God, at this grand high altar of beautiful nature, may likewise remember that but a few centuries ago the Indians were encamped round about it, telling of the world's creation in their own simple way, and adoring the Supreme Being as best they could in the twilight of their intelligences. He might also vividly portray the whole tribe preparing the most beautiful of their virgins for sacrifice. 13. They clothe her in garments of spotless white and place her in a white canoe ; parents and friends bid her their last farewell and bedew her cheeks with their tears, and then pushing off the frail bark, she is sent down over the falls as a sacrifice of propitiation and sweet worship to the Great Spirit, to obtain pardon for the sins of their tribe, and good hunting. What sublime reflections do the scenes in this awful ceremony bring up even when we behold them there in spirit. 14. Surely these poor people must have heard of the sacrifice which God always demanded from man as an acknowledgment of His sovereign dominion over all and as a satisfaction for the sins of the human race. .They had in their minds the great holocausts and oblations of the holy patriarchs Adam and Noah, Isaac and Jacob, and of the sacrifice of the Son of God on the cross. In their simple ignorance they wished to sacrifice something themselves, and for this they make choice of their greatest treasure—the purest and fairest virgin of their ancient tribe. 15. These

poor and deluded children of the forest are now all dead and gone; they are before the Great Spirit whom they strove to worship in their own mistaken way, and perhaps would cry with the royal Bard of Zion: 'Remember not, O Lord, our ignorance and offences!' And may not the Christian hero say to God: 'I have been endowed with knowledge and with wisdom and with grace; I know that my Lord offered Himself for me in sacrifice, I refuse again and again to sacrifice my passions and vile inclinations for Him. Come, then poor Indians, teach me your simplicity, which is better far than my foolish wisdom.'

16. Again, he sees a bird calmly and joyously flitting across this mighty chasm, looking down fearlessly on the scenes below. It is in its native air; it has wings to soar. Thus the soul that is freed from sin has its wings also. It can look down with serenity upon the wreck of worlds, and in death it is placed in the midst of the storms of evil spirits, and, when everything around is in fury and commotion, it rises quietly towards its God to rest in the embrace of His love.

17. Thus it is that new beauties and fresh lessons are constantly discovering themselves at Niagara. The eye, wandering from beauty to beauty, compels the soul to salute its Maker, crying out: 'Great is the Lord and admirable in His works,' while he says with St. Augustine: 'O Beauty, ever ancient and always new; too late have I known Thee, too late have I loved Thee; may I know myself, may I know Thee, my God,' from the

grandeur and beauty of the Falls at Niagara, and may my praise and gratitude to Thee be as continuous as the rushing of its mighty waters

Archbishop Lynch.

EXERCISES.

1. Explain the following expressions: (1) By whose all-powerful fiat. (2) The depths of his own nothingness. (3) Sinks deeply by its weight and momentum. (4) The world's great calamity (5) Joy and gladness are typified. (6) Enameling the brows of those miniature cataracts. (7) Reflected in prismatic colors. (8) Myriads of glassy pendants hang from the branches. (9) The lunar bow by night. (10) In the twilight of their intelligences. (11) The royal Bard of Zion. (12) Flitting across this mighty chasm.

2. Parse the following words in italics: (1) *On beholding* them. (2) As it *were*. (3) To *converse* with man is now irksome to him. (4) *Borne* down, so *to speak*. (5) All this reminds *one*. (6) And the *clouds heavier*. (7) The *man God*. (8) Then *pushing* off the frail bark.

3. Give the derivations of the following words: *Omnipotent, surpassing, irresistible, ascends, continuous, deluded, simplicity, pendants, centuries, preparing, sacrifice, satisfaction, commotion, admirable, contracts, fiat, reflecting.*

4. Form as many words as you can, by means of prefixes and suffixes, from: *Moveo, sto, fero, teneo, duco, verto, sisto, tratio, creo,* and *flecto.*

A PSALM OF LIFE.

1. Tell me not in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.

2. Life is real! life is earnest!
And the grave is not its goal;
"Dust thou art, to dust returnest,"
Was not spoken of the soul.

3. Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to morrow
Find us farther than to-day.

4. Art is long and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave

5. In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

6. Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

7. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sand of time;

8. Footprints, that perhaps another,
Sailing o er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

9. Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

Longfellow.

CAUTIONS AND DIRECTIONS FOR READING.

Be careful to avoid the verse accent which comes on the first and every alternate word or syllable. It may sometimes be prevented by dwelling longer upon important words, combining unimportant with important words, and pausing after emphatic words.

VERSES 1 and 2: Read the quotations slower and more emphatic than the other parts.

VERSE 2.—Line 1: Emphasise *real*, and with slighter force *earnest*, and in line 4, *soul*.

VERSE 3: Give a rising slide to *enjoyment*, and a falling slide to *sorrow*, and emphasise both words. Line 3: Give emphasis to *act*, combine *that-each-to-morrow*, and give a slight force to *farther*.

VERSE 4.—Line 4: Read this line slow and deep.

VERSE 5.—Line 4: Read this line higher, with force, and with emphasis on *hero*.

VERSE 6.—Line 2: Read this line slowly and solemnly. Line 3: Give emphasis and lengthened time to the second *act* and force to *Present*, and read *God o'erhead* with force and lengthened time.

VERSE 7.—Line 2: Emphasise *we*, and more slightly *sublime*. Line 4: Give emphasis and descending slide to *foot-prints*.

VERSE 8: Do not emphasize *foot-prints*.

VERSE 9: Read all this verse in a bolder and more powerful style, expressive of resolution and hope, giving emphasis in line 1 to *up* and *doing*; in line 3 to *achieving* and *pursuing*, swelling the voice on these two words; and treat *labor* and *wait* similarly.

THE LADDER OF ST. AUGUSTINE.

St. Augustine! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame!

Longfellow.

I held it truth, with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to better things.

Tennyson.

We rise by things that are 'neath our feet;
By what we have mastered of good and gain
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

J. G. Holland.

NOTE.

St. Augustine in one of his sermons in Latin says: *De vitiis nostris scalam nobis facimus, si vitia ipsa calcamus.*—"Of our vices we make for ourselves a ladder if we trample those same vices under foot." St. Augustine's idea has been embodied by each of the above three poets in a single stanza, and the idea is worthy of such beautiful setting. Curiously enough these stanzas, besides the similarity of meaning, are closely related to each other in form. Longfellow's and Tennyson's being in the same metre, while Tennyson's and Holland's have the same arrangement of rhymes.

EXERCISES.—1. Commit these stanzas to memory.

2. Explain: (1) Deed of shame. (2) In divers tones. (3) Their dead selves. (4) By what we have mastered of good and gain.

3. Parse the italicised words in: (1) If we will *but* tread. (2) I held it *truth with* him. (3) Stepping-stones *of their* dead *selves*. (4) *Of good* and *gain*. (5) *That* we *hourly* meet.

KINDNESS TO THE POOR.

Suspi'cious, not to be relied upon.
Con scious, sensible.
Re cognized, acknowledged.
Hal'lowed, rendered sacred.
Scoop out, dig, prepare.
Suc'cour, comfort.
Incompat ible, operating against one another.
Indis'soluble, cannot be separated or severed.

1. That is a suspicious affection which attaches itself to nobody in particular, which makes no heart its centre, which brightens no hearthstone by its light. Its words may be loud and swelling; like the blast of March it may sweep noisily about men's houses and drift the dust about in clouds, but they are conscious only of discomfort when it blows; they do not trust it; it "passes by them like the idle wind which they respect not." 2. Hence all private affections are recognized and hallowed, and are indeed the source from which all public virtues spring. They are not inconsistent with the love of the whole race; they prepare for it, and lead to it, and scoop out the channels through which the tributes of its bounty may flow. 3. Who shall sympathize with the oppressed peoples but the patriot heart which rejoices in the sacredness of its roof-tree, and in the security of its own altars? Who shall be eloquent for the rights of others but he who is manly in the assertion of his own? Who shall succour breaking hearts, and brighten desolate houses, but the man who realizes in daily up-welling the unutterable happiness of home? 4. These two obligations therefore, the claim of universal

sympathy and the claim of particular relationship, are not incompatible, but fulfil mutually the highest uses of each other. God has taught in the Scriptures the lesson of a universal brotherhood, and men must not gainsay the teaching. 4. Shivering in the ice-bound, or scorching in the tropical regions; in the lap of luxury or in the wild hardihood of the primeval forest; belting the globe in a tired search for rest, or quieting through life in the heart of ancestral woods; gathering all the decencies around him like a garment, or battling in fierce raid of crime against a world which has disowned him, there is an inner humanness which binds me to that man by a primitive and indissoluble bond. 5. He is my brother, and I cannot dissever the relationship. He is my brother and I cannot release myself from the obligation to do him good. I cannot love all men equally; my own instincts, and nature's provision, and society's requirements, and God's commands, all unite in reprobation of that. My wealth of affection must be in home, children, kindred, country; but my pity must not lock itself in these, my regard must not compress itself within these limits merely—my pity must go forth wherever there is human need and human sorrow; my regard must fasten upon the *man*, though he has flung from him the crown of his manhood in anger. 7. I dare not despise him, because there, in the depths of his fall, as he lies before me prostrate and dishonored, there shines, through the filth and through the sin, that spark of heavenly flame—that young immortal nature

which God the Father kindled, over which God the Spirit yearns with continual desire, and God the Eternal Son offered his own heart's blood to redeem. Yes—there is no man who can rightfully ask the infidel question of Cain. s. God *has* made man his brother's keeper. We are bound to love our neighbor as ourselves; and if, in a contracted Hebrew spirit, you are inclined to press the enquiry, "And who *is* my neighbor?" there comes a full pressure of utterance to authenticat and enforce the answer, *Man.* Thy neighbor! Every one whom penury has grasped or sorrow startled; every one whom plague hath smitten or whom curse hath banned; every one from whose home the darlings have vanished, and around whose heart the pall has been drawn.

Rev. W. M. Punshon.

EXERCISES.—1. Learn to spell the first twelve lines.

2. Explain the following sentences: (1) Attaches itself to nobody in particular. (2) Makes no heart its centre. (3) Brightens no hearthstone by its light. (4) Scoops out the channels. (5) Gainsay the teaching. (6) In the lap of luxury —wild hardihood of the primeval forest. (7) Belting the globe in a tired search for rest. (8) Gathering all the decencies round him like a garment. (9) Whom curse hath banned.

3. Parse the italicized words in the sentences: 1. *That* is a suspicious affection which attaches *itself* to nobody *in particular*, which makes *no heart* its *centre*. 2. I dare not *despise* him, because *there*, as he lies before me *prostrate* and *dishonored*, *there shines* through the filth and through the sin, that *spark* of heavenly flame.

4. From what Latin roots are the following words derived: *Conscious, recognize, oppress, primeval, indissoluble, immortal, infidel, inclined, contracted?*

Autograph of Milton.

EVENING IN PARADISE.

Now came still evening on, and twilight gray
Had in her sober livery all things clad;
Silence accompanied; for beast and bird—
They to their grassy couch, these to their nests—
Were slunk, all but the wakeful nightingale;
She all night long her amorous descant sung;
Silence was pleased. Now glowed the firmament
With living sapphires: Hesperus, that led
The starry host, rode brightest, till the moon,

Rising in clouded majesty, at length,
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw
When Adam thus to Eve: 'Fair consort! th' hour
Of night, and all things now retired to rest,
Mind us of like repose; since God set
Labor and rest, as day and night, to men
Successive; and the timely dew of sleep,
Now falling with soft slumb'rous weight, inclines
Our eyelids: other creatures all day long
Rove idle, unemployed, and less need rest;
Man hath his daily work of body or mind
Appointed, which declares his dignity,
And the regard of Heaven on all his ways;
While other animals inactive range,
And of their doings God takes no account.
To-morrow, ere fresh morning streak the east
With first approach of light, we must be risen
And at our pleasant labor, to reform
Yon flowery arbours, yonder alleys green,
Our walk at noon, with branches overgrown,
That mock our scant manuring, and require
More hands than ours to lop their wanton growth:
Those blossoms also, and those dropping gums,
That lie bestrown, unsightly and unsmooth,
Ask riddance, if we mean to tread with ease;
Meanwhile, as nature wills, night bids us rest.'
To whom thus Eve, with perfect beauty adorned:
'My author and disposer, what thou bidd'st,
Unargued I obey: so God ordains.
God is thy law; thou, mine: to know no more,

Is woman's happiest knowledge, and her praise!
With thee conversing, I forget all time;
All seasons, and their change, all please alike.
Sweet is the breath of morn—her rising sweet,
With charm of earliest birds; pleasant the sun,
When first on this delightful land he spreads
His orient beams, on herb, tree, fruit, and flower,
Glist'ring with dew; fragrant the fertile earth
After soft showers; and sweet the coming on
Of grateful evening mild; then silent night,
With this her solemn bird, and this fair moon,
And these the gems of heaven, her starry train:
But neither breath of morn, when she ascends
With charm of earliest birds; nor rising sun
On this delightful land; nor herb, fruit, flower,
Glist'ring with dew; nor frágrance after showers;
Nor grateful evening mild; nor silent night,
With this her solemn bird; nor walk by moon,
Or glitt'ring starlight, without thee is sweet!'

Milton.

NOTES.

Line 6. Des'cant, *n.* L. *dis*, apart, and *cantus*, a song—*canto*, to sing; lit. and originally a *part song*), a song.

8. Sapph'ire, *n.* (L. *sapphirus*, Heb. *sappir*, from *saphar*, to polish), a highly *brilliant* precious stone, inferior only to the diamond. *Living sapphires* here are, of course, the stars.——Hes'perus, *p. n.* (L. and Gr. *hesperos*, evening, also L. *vesper*), the evening star, or Venus.

17. Succes'sive, *a.* (from *succeed*, L. *succedo—sub*, up, from under, and *cedo*, to go), following in succession or order. Here it qualifies *labor* and *rest*, and the meaning is, that God has appointed labor and rest to alternate in the life of man, just as day and night follow each other in nature.——dew, *n.*, *wet* or *moisture* deposited on the surface of the earth from the air, chiefly at night. Here used of sleep, from its falling silently like the dew, and from its refreshing the frame, as dew does the earth.

31. Manur'ing, *n.* (from *manœuvre*, from Fr. *main*, L. *manus*, the hand, Fr. *œuvre*, L. *opera*, a work), here used in its original sense of working with the hand, tilling, cultivating.

48. Or'ient, *a.* (L. *oriens*, *-entis*, pr. p. of *orior*, to rise), rising, eastern.

32. Solemn bird, *n.* the nightingale, so called from its mournful song, heard in the solemn silence of the night.

IN WESTMINSTER ABBEY.

Satire, cutting humor.
Inor'dinate, excessive.
Fab'ric, a structure, or ordifice.
Promis'cuous, mixed.
Fac'tion, a party that causes discord.
Contem'poraries, those who live at the same time.

1. When I am in a serious humor, I very often walk by myself in Westminster Abbey; where the gloominess of the place, and the use to which it is applied, with the solemnity of the building, and the condition of the people who lie in it, are apt to fill the mind with a kind of melancholy, or rather thoughtfulness, that is not disagreeable. I yesterday passed a whole afternoon in the churchyard, the cloisters, and the church, amusing myself with the tombstones and inscriptions that I met with in those several regions of the dead.

2. Most of them recorded nothing else of the buried person but that he was born upon one day and died upon another; the whole history of his life being comprehended in those two circumstances that are common to all mankind. I could not but look upon these registers of existence, whether of brass or marble, as a kind of satire upon the departed persons; who had left no other memorial of them but that they were born and that they died. The life of these men is finely described in holy writ by 'the path of an arrow,' which is immediately closed up and lost.

3. Upon my going into the church, I entertained myself with the digging of a grave; and saw, in every shovelful of it that was thrown up, the fragment of a bone or skull intermixed with a kind of

fresh mouldering earth that some time or other had a place in the composition of a human body. Upon this, I began to consider with myself what innumerable multitudes of people lay confused together under the pavement of that ancient cathedral; how men and women, friends and enemies, priests and soldiers, monks and prebendaries, were crumbled amongst one another, and blended together in the same common mass; how beauty, strength, and youth, with old age, weakness, and deformity, lay undistinguished in the same promiscuous heap of matter.

4. After having thus surveyed this great magazine of mortality as it were in the lump, I examined it more particularly by the accounts which I found on several of the monuments which are raised in every quarter of that ancient fabric. Some of them were covered with such extravagant epitaphs that, if it were possible for the dead person to be acquainted with them, he would blush at the praises which his friends have bestowed upon him. 5. There are others so excessively modest that they deliver the character of the person departed in Greek or Hebrew, and by that means are not understood once in a twelvemonth. In the poetical quarter, I found there were poets who had no monuments, and monuments which had no poets. I observed, indeed, that the present war had filled the church with many of these uninhabited monuments, which had been erected to the memory of persons whose bodies were perhaps buried in the plains of Blenheim or in the bosom of the ocean.

6. I know that entertainments of this nature are apt to raise dark and dismal thoughts in timorous minds and gloomy imaginations; but for my own part, though I am always serious, I do not know what it is to be melancholy; and can therefore take a view of nature in her deep and solemn scenes with the same pleasure as in her most gay and delightful ones. By this means I can improve myself with those objects which others consider with terror. 7. When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire goes out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion; when I see the tomb of the parents themselves, I consider the vanity of grieving for those whom we must quickly follow; when I see kings lying by those who deposed them, when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow and astonishment on the little competitions, factions, and debates of mankind. 8. When I read the several dates of the tombs of some that died yesterday and some six hundred years ago, I consider that great day when we shall all of us be contemporaries, and make our appearance together.

Addison.

NOTES.

Amusing myself, &c. This participial usage is an exceedingly happy form for adding a fact simultaneous with the principal one.

Person . . he. 'Person' being of common gender, we should expect a com. gend. pron.; but no such pron. exists. 'He' is taken as typical of persons generally. 'He or she' is clumsy; 'they' is oftener used.

Addison might have said 'persons,' but the sing. is very much more vivid. The same construction recurs below.

No other reason but. We now prefer 'no other reason *than*'; we use 'than' after comparatives, and 'other' has the force of a comparative. The Queen Anne writers prefer 'but.'

Writ, writing, what is written; used only technically, as an ecclesiastical term (as here), or as a legal term.

Prebendary, an ecclesiastic enjoying a prebend (Lat. *prebenda*, what has to be given or furnished), a stipend granted from the revenues of a cathedral or collegiate church.

The present war. The War of the Spanish Succession (1702-13), waged by England, the Empire, and Holland against France and Spain. 'What they fought each other for' was to decide who should succeed Charles II. on the throne of Spain.

Blenheim (Ger. *Blindheim*), a small village in Bavaria, where the English and the Austrians, under the Duke of Marlborough and Prince Eugene, defeated the French and the Bavarians with great slaughter, August 13, 1704. At Ramillies (1706), Oudenarde (1708), and Malplaquet (1709), Marlborough gained other great victories in this war.

Ocean. The French fleet was defeated by Sir George Rooke, off Vigo (1702), and off Malaga (1704).

So serious an amusement . . entertainments. Cf. the opening sentences; also what follows here. There is an apparent, not a real, contradiction in Addison's language. 'Amusement' may be taken as synonymous with 'entertainment,' which is lit. *taking up*, engaging the attention; Fr. *entre-tenir*, Lat. *inter* (between), and *tenēre* (to hold).

Compare: 'A man may read a sermon, the best and most passionate that ever man preached, if he shall but enter into the sepulchres of kings. In the same Escurial where the Spanish princes live in greatness and power, and decree war or peace, they have wisely placed a cemetery, where their ashes and their glory shall sleep till time shall be no more; and where our kings have been crowned, their ancesters lie interred, and they must walk over their grandsire's head to take his crown. There is an acre sown with royal seed, the copy of the greatest change, from rich to naked, from ceiled roofs to arched coffins, from living like gods to die like men. There is enough to cool the flames of lust, to abate the heights of pride, to appease the itch of covetous desires, to sully and dash out the dissembling colors of a lustful, artificial, and imaginary beauty. There the warlike and the peaceful, the fortunate and the miserable, the beloved and the despised princes mingle their dust, and pay down their symbol of mortality, and tell all the world that, when we die, our ashes shall be equal to kings', and our accounts easier, and our pains for our crowns shall be less.'—*Jeremy Taylor.*

EXERCISES.—1. Learn to spell the following words:

Melancholy	Cathedral	Mortality	Imagination
Cloisters	Prebendaries	Monuments	Inordinate
Epitaphs	Grieving	Competitions	Contemporaries

2. Explain the meaning of the following phrases:

1. Registers of existence; 2. Satire upon the departed persons; 3. Magazine of mortality; 4. Deliver the character; 5. These uninhabited monuments; 6. I can improve myself; 7. The vanity of grieving.

THE EVE OF QUATRE BRAS.

1. There was a sound of revelry by night,
And Belgium's capital had gathered then
Her Beauty and her Chivalry, and bright
The lamps shone o'er fair women and brave men.
A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage bell;
But hush! hark! a deep sound strikes like a rising knell!

2. Did ye not hear it?—No; 'twas but the wind,
Or the car rattling o'er the stony street;
On with the dance! let joy be unconfined;
No sleep till morn, when Youth and Pleasure meet
To chase the glowing Hours with flying feet
But hark!—that heavy sound breaks in once more,
As if the clouds its echo would repeat;
And nearer, clearer, deadlier than before!
Arm! arm! it is—it is—the cannon's opening roar!

3. Within a windowed niche of that high hall
Sat Brunswick's fated chieftain; he did hear
That sound the first amidst the festival,
And caught its tone with Death's prophetic ear;

And when they smiled because he deemed
it near,
His heart more truly knew that peal too
well
Which stretched his father on a bloody bier,
And roused the vengeance blood alone could
quell:
He rushed into the field, and foremost fighting,
fell.

4. Ah! then and there was hurrying to and fro,
And gathering tears, and tremblings of distress,
And cheeks all pale which but an hour ago
Blushed at the praise of their own loveliness;
And there were sudden partings, such as press
The life from out young hearts, and choking
sighs
Which ne'er might be repeated: who would
guess
If ever more should meet those mutual eyes,
Since upon night so sweet such awful morn
could rise!

5. And there was mounting in hot haste: the steed,
The mustering squadron, and the clattering car,
Went pouring forward with impetuous speed,
And swiftly forming in the ranks of war;
And the deep thunder peal on peal afar;
And near, the beat of the alarming drum
Roused up the soldier ere the morning star;
While thronged the citizens with terror dumb,
Or whispering, with white lips—'The foe! They
come! they come!'

6. And wild and high the 'Camerons' gathering' rose,
The war-note of Lochiel, which Albyn's hills
Have heard, and heard, too, have her Saxon foes:
How in the noon of night that pibroch thrills
Savage and shrill! But with the breath which fills
Their mountain-pipe, so fill the mountaineers
With the fierce native daring which instils
The stirring memory of a thousand years,
And Evan's, Donald's fame rings in each clansman's ears!

7. And Ardennes waves above them her green leaves,
Dewy with Nature's tear-drops, as they pass,
Grieving, if aught inanimate e'er grieves,
Over the unreturning brave—alas!
Ere evening to be trodden like the grass
Which now beneath them but above shall grow
In its next verdure, when this fiery mass
Of living valour, rolling on the foe,
And burning with high hope, shall moulder cold and low.

8. Last noon beheld them full of lusty life,
Last eve in Beauty's circle proudly gay,
The midnight brought the signal sound of strife,
The morn the marshalling in arms—the day
Battle's magnificently stern array!
The thunder-clouds close o'er it, which when rent

The earth is covered thick with other clay,
Which her own clay shall cover, heaped and pent,
Rider and horse—friend, foe—in one red burial blent!

Lord Byron (Childe Harold).

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1.—Read it in a cheerful tone to *bell*, then change to half whisper of alarm.

VERSE 2.—Resume the cheerfulness to *feel*. Read *hark* loud; give emphasis to *cloud;* read the last line with great power, with increasing emphasis on the second *Arm* and *it is*.

VERSES 3 and 4 are to be read in softer tones with deeper feeling.

Read Verses 5 and 6 with power and faster as descriptive of the hurry and excitement of battle; but depress the voice to half whisper on the last two lines of verse 5, and increase the power on the last line of verse 6, with emphasis on *rings*.

VERSE 7.—Read this verse softly and tenderly; give force to the last two lines, but change *shall moulder*, &c., to low, solemn tones.

The last verse should be read in stately, measured style, changing into increased force in lines 3, 4, 5, and into greater solemnity and lower tones on the last lines.

NOTES.

Albyn's hills, the Highlands of Scotland.

Ardennes. 'The wood of Soignies is supposed to be a remnant of the forest of Ardennes, famous in Boiardo's *Orlando*, and immortal in Shakspeare's *As You Like It*. (Byron).

EXERCISES.—1. Analyse the last four lines.

2. Write a description of the scene at the ball, when the firing of the cannon gave the alarm.

3. Explain the following expressions: (1) To chase the glowing hours with flying feet. (2) Stretched his father on a bloody bier. (3) If ever more should meet those mutual eyes. (4) Ere the morning star. (5) So fill the mountaineers with the fierce native daring. (6) Rings in each clansman's ears. (7) In one red burial blent. (8) Then and there.....pale.

THE SERMON ON THE MOUNT.

Disci ple, one who receives instructions from another.
Despite fully, maliciously, cruelly.
Forswear, to swear falsely.
Hyp'ocrite, a false pretender.
Mete, to measure.
Mote, a small particle.
Per secute, to punish on account of religion.
Pub licans, tax collectors (*they were often oppressive and were hated by the Jews*).
Revile', to speak against without cause.
Scribes, men among the Jews who read and explained the law to the people.

1. And seeing the multitudes, he went up into a mountain: and when he was set, his disciples came unto him; and he opened his mouth and taught them, saying:

2. Blessed are the poor in spirit; for theirs is the kingdom of heaven. Blessed are they that mourn; for they shall be comforted. Blessed are the meek: for they shall inherit the earth.

3. Blessed are they which do hunger and thirst after righteousness; for they shall be filled. Blessed are the merciful: for they shall obtain mercy. Blessed are the pure in heart; for they shall see God.

4. Blessed are the peace makers; for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake; for theirs is the kingdom of heaven.

5. Blessed are ye when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice and be exceeding glad; for great is your reward in heaven.

. . . . .

6. Ye have heard that it hath been said by them

of old time, Thou shalt not forswear thyself, but shalt perform unto the Lord thine oaths: but I say unto you, Swear not at all; neither by heaven; for it is God's throne: nor by the earth; for it is his footstool: neither by Jerusalem; for it is the city of the great King.

7. Neither shalt thou swear by the head, because thou canst not make one hair white or black. But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.

8. Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth; but I say unto you, That ye resist not evil; but whosoever shall smite thee on thy right cheek, turn to him the other also. And if any man will sue thee at law, and take away thy coat, let him have thy cloak also. And whosoever shall compel thee to go a mile, go with him twain. Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

9. Ye have heard that it hath been said, Thou shalt love thy neighbor and hate thine enemy; but I say unto you, Love your enemies; bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and persecute you; that ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

10. For if ye love them which love you, what reward have ye? Do not even the publicans the same? And if ye salute your brethren only, what

do ye more than others? Do not even the publicans so? Be ye, therefore, perfect, even as your Father which is in heaven is perfect. . . .

11. Judge not, that ye be not judged. For with what judgment ye judge, ye shall be judged; and with what measure ye mete, it shall be measured to you again. And why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?

12. Or how wilt thou say to thy brother, Let me pull out the mote out of thine eye; and, behold, a beam is in thine own eye? Thou hypocrite, first cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye. . . .

13. Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you; for every one that asketh, receiveth; and he that seeketh, findeth; and to him that knocketh, it shall be opened Or what man is there of you, whom if his son ask bread, will he give him a stone? Or if he ask a fish, will he give him a serpent?

14. If ye then, being evil know how to give good gifts unto your children, how much more shall your Father which is in heaven give good things to them that ask him? Therefore all things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets. . .

15. Whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock: and the rain descended, and the floods came, and the winds blew,

and beat upon that house; and it fell not; for it was founded upon a rock.

16. And every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, which built his house upon the sand: and the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell: and great was the fall of it.

17. And it came to pass, when Jesus had ended these sayings, the people were astonished at his doctrine: for he taught them as one having authority, and not as the scribes.

New Testament.

EXERCISES. 1.—(1) Who delivered this sermon? (2) Who are blessed? and why? (3) Is it right to swear? (4) How should we treat our enemies? (5) Should we judge others harshly? (6) What does Jesus say of him who finds fault in his neighbor, but does not see his own? (7) What is said about prayer? (8) About our conduct to others?

2. Explain the following: (1) When he was set. (2) The poor in spirit. (3) They which do hunger and thirst after righteousness. (4) The pure in heart. (5) Let your communication be Yea, yea; Nay, nay. (6) Go with him twain. (7) Salute your brethren. (8) The mote . . . the beam. (9) This is the law and the prophets. (10) As one having authority and not as the scribes.

3. Parse the italicised words in the following: (1) *Blessed* are the *poor* in spirit. (2) They *shall be called* the *children* of God. (3) Let your *communication* be *Yea, yea*. (4) An *eye* for an *eye*. (5) Go with him *twain*. (6) That ye *be* not judged. (7) *Whom* if his son ask *bread* will he give him a *stone?* (8) Therefore *all things whatsoever* ye would. (9) As *one* having authority. (10) What is the object of *say* in: "I say unto you that ye resist not evil."

CANADIAN LOYALTY.

Apos't'e, one sent on a mission.
Alleg'iance, the duty of a subject to his sovereign.
Devel'opment, unfolding, growth.
Ecle's'astic, a religious teacher.
Excelled, surpassed.
Individ ual, a single person.
Vet'erans, old soldiers.
Milit'ia, civilians serving temporarily as soldiers.
O 'deal trial.
Priva t ons, hardships.
Renounce', disown.
Sent iment feeling.
Tradi'tions, accounts given orally from one generation to another.

1. What is loyalty itself? It is no other than an attachment to the institutions and laws of the land in which we live, and to the history of the nation to which we belong. It is not merely a sentiment of respect of the country to an individual, or even to the Sovereign. If it gathers round the person of the Sovereign, it is because that Sovereign represents the institutions of the people, the overshadowing laws of the people, the real and essential freedom, and the noblest development of the spirit of the people. 2. Loyalty in its true essence and meaning is the principle of respect to our Sovereign, the freedom of our institutions, and the excellences of our civilization, and it is therefore a feeling worthy to be perpetuated by the people. Shakspeare—that great apostle of human nature—has said:

> "Though *loyalty*, well held, to fools does make
> Our faith mere folly; yet he that can endure
> To follow with allegiance a fallen lord,
> Does conquer him that did his master conquer."

3. Loyalty is therefore, faithful to its own principles, whether the personal object of it is in prosperity or adversity. True loyalty is fidelity to the constitution, laws, and institutions of the land, and, of course, to the sovereign power representing them.

4. Thus it was with our Loyalist forefathers There was no class of inhabitants of the old British-American Colonies more decided and earnest than they in claiming the rights of British subjects when invaded; yet when, instead of maintaining the rights of British subjects, it was proposed to renounce the allegiance of British subjects and destroy the unity of the empire, or 'the life of the nation'—then were our forefathers true to their loyalty, and adhered to the unity of the empire at the sacrifice of property and home, and often of life itself 5. Of them might be said, what Milton says of Abdiel, amid the revolting hosts:

> "Abdiel faithful found;
> Unshaken, unseduced, unterrified,
> His loyalty he kept."

Our United Empire Loyalist forefathers 'kept their loyalty unshaken, unseduced, unterrified,' during seven long years of conflicts and sufferings; and that loyalty, with a courage and enterprise and under privations and toils unsurpassed in human history, sought a refuge and a home in the wilderness of Canada, felled the forests of our country, and laid the foundation of its institutions, freedom, and prosperity.

6. Canadian loyalty is the perpetuation of that British national life which has constituted the

strength and glory of Great Britain and placed her at the head of the freedom and civilization of mankind. This loyalty maintains the characteristic traditions of the nation - the mysterious links of connection between grandfather and grandson—traditions of strength and glory for a people, and the violations of which are a source of weakness and disorganization. 7. Canadian loyalty, therefore, is not a mere sentiment, or mere affection for the representative or person of the Sovereign; it is a reverence for, and attachment to, the laws, order, institutions, and freedom of the country. As Christianity is not a mere attachment to a bishop or ecclesiastic or form of church polity, but a deep love of divine truth; so Canadian loyalty is a firm attachment to that British Constitution and those British laws, adopted or enacted by ourselves, which best secure life, liberty, and prosperity, and which prompt us to Christian and patriotic deeds by linking us with all that is grand and noble in the traditions of our national history.

8. In the war of 1812 to 1815—of which one of the last and hardest-fought battles was that of Lundy's Lane, which we meet this day, on this historic ground, to celebrate—both the loyalty and courage of the Canadian people were put to the severest test, and both came out of the fiery ordeal as refined gold. In this bloody battle, the Canadian militia fought side by side with the regular soldiers; and General Drummond said, 'the bravery of the militia on this occasion could not have been excelled by the most resolute veterans.'

9. Such was the loyalty of our grandfathers and fathers, and such their self-devotion and courage in the darkest hour of our country's dangers and sufferings, and though few in number in comparison to their invaders, they had

"Hearts resolved and hands prepared
The blessings they enjoyed to guard."

Rev. Dr. Ryerson.

NOTE.

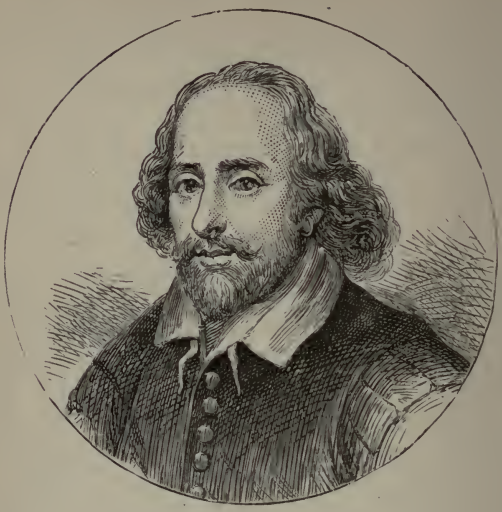
This passage is taken from an address delivered on the Anniversary of the Battle of Lundy's Lane, 25th July, 1875. On the 3rd of July, 1814, a small British and Canadian force, under General Riall, had been defeated by the United States troops at Chippewa, and after various movements the British commander had taken up a position at Lundy's Lane, in the face of a much larger force of the enemy. Meanwhile General Drummond was hastening from Kingston to Niagara with 800 men to support Riall, whom he met in full retreat from his position. He countermanded the order for retirement, and with his united force of 1600 men had barely time to take possession of Riall's late camping ground when he was attacked by the enemy 5000 strong. The battle began at six in the evening, after Drummond's men had made, in a hot day, the march from Niagara; but though the struggle was kept up in the most stubborn and sanguinary fashion till midnight, the United States army was forced to withdraw and beat a hasty retreat to Fort Erie The British loss was 770 killed, while on the side of the invaders 930 were killed and 300 made prisoners. The year 1814 was the last of the war, as peace was secured by the Treaty of Ghent, which was signed on the 24th of December, 1814.

EXERCISES.—1. Learn the cause of the war of 1812.

2. Commit for recitation Section 7.

3. Explain the meaning of the following phrases: (1) The great apostle of human nature. (2) Renounce the allegiance of British subjects. (3) The traditions of our national history.

4. Trace the following words to their Latin origin, and form other words from the same roots: *Sentiment, individual, essential, civilization, prosperity, inhabitant, invaded, unity, sacrifice, traditions, liberty, patriotic, celebrate, veteran, prepared.*



APHORISMS FROM SHAKSPEARE.

Aphorism. An aphorism is a brief and pithy saying, expressing an important truth in few words. It is from the Gr. *apo*, from, and *horos*, a boundary; and is so called because it clearly states a truth, *marking* or *fencing* it off from everything else.

Adversaries, those opposed to us. From Lat. *adversus*, turned against; from *verto* (*versum*), I turn. Cognates: *Adverse, adversity; convert, conversion; pervert, perversion.*

Infirmities, weaknesses. From Lat. *in*, not, and *firmus*, strong. Cognates: *Infirm; firmness, firmament* (the *firmament* is the strongly-built frame of the sky), &c.

Apparel, dress (*literally* putting *like* to *like*). From Fr. *appareil*; from *pareil*, like; from Lat. *par*, equal or like. Cognates: *Par; parity.*

1. (*a*) Truth hath a quiet breast. (*b*) Take all the swift advantage of the hours. (*c*) They sell the pasture now to buy the horse.

2. (*a*) He that is giddy thinks the world turns round. (*b*) Suspicion shall be all stuck full of eyes. (*c*) An honest man is able to speak for himself when a knave is not. (*d*) Though patience be a tired mare, yet she will plod.

3. (*a*) Fears attend the steps of wrong. (*b*) The bird that hath been limed in a snare, with trembling wings misdoubteth every bush. (*c*) When a fox hath once got in his nose, he will soon take means to make the body follow.

4. (*a*) 'Tis but a base, ignoble mind that mounts no higher than a bird can soar. (*b*) A staff is quickly found to beat a dog. (*c*) Far from her nest the lapwing cries away. (*d*) By medicines life may be prolonged, yet death will seize the doctor too.

5. (*a*) If money go before, all ways do lie open. (*b*) The labor we delight in, physics pain. (*c*) Wisely and slow; they stumble that run fast. (*d*) Advantage is a better soldier than rashness.

6. (*a*) Two stars keep not their motion in one sphere. (*b*) Small curs are not regarded when they grin; but great men tremble when the lion roars. (*c*) Hercules himself must yield to odds; and many strokes, though with a little axe, hew down and fell the hardest-timbered oak.

7. (*a*) All that glisters is not gold; gilded tombs do worms infold. (*b*) Wake not a sleeping wolf. (*c*) Kindness is nobler ever than revenge. (*d*) Do

as our adversaries do, in law: strive mightily, but eat and drink as friends.

8. (*a*) Things in motion sooner catch the eye than what not stirs. (*b*) Coronets are stars, and sometimes falling ones. (*c*) A friend should bear with his friend's infirmities.

9. (*a*) Fortune brings in some boats that are not steered. (*b*) Inconstancy falls off ere it begins. (*c*) He that loves to be flattered is worthy of the flatterer. (*d*) Men in rage strike those who wish them well.

10. (*a*) One may smile and smile, and be a villain. (*b*) He jests at scars, that never felt a wound. (*c*) Time and the hour run through the roughest day.

11. (*a*) Delight no less in truth than life. (*b*) Suspicion ever haunts the guilty mind; the thief doth fear each bush an officer. (*c*) False face must hide what the false heart doth know. (*d*) In a false quarrel there is no true valour.

12. (*a*) 'Tis safer to be that which we destroy, than, by destruction, dwell in doubtful joy. (*b*) Merry larks are ploughmen's clocks. (*c*) The web of life is of a mingled yarn, good and ill together.

13. (*a*) All difficulties are but easy when they are known. (*b*) Fashion wears out more apparel than the man. (*c*) Truth loves open dealing. (*d*) A lover's eyes will gaze an eagle blind.

14. (*a*) Too late winning makes the prize light. (*b*) A little fire is quickly trodden out, which, being suffered, rivers cannot quench. (*c*) Cowards die many times before their death; the valiant never taste of death but once.

15. (*a*) Every one can master a grief but he that has it. (*b*) He that will have a cake out of the wheat must tarry the grinding.

EXERCISES.—1. Write a short paper on 'Honesty and Suspicion,' based on some of the foregoing aphorisms.

2. Explain the following sentences and phrases, and give synonyms for the single words: (1) The swift advantage of the hours. (2) Plod. (3) Limed. (4) The labor we delight in, physics pain. (5) Adversaries. (6) Infirmities. (7) Run through the roughest day. (8) Dwell in doubtful joy. (9) Fashion wears out more apparel than the man.

3. Parse the words in the following sentence: 'By medicines life may be prolonged, yet death will seize the doctor too.'

4. Analyze the following sentence:

> We thought, as we hollowed his narrow bed,
> And smoothed down his lonely pillow,
> That the foe and the stranger would tread o'er his head,
> And we far away on the billow!

5. Write all the words you know connected with the following English words: *Truth; take; sell; buy; think; turn; stick*[1]; *speak; follow; high.*

6. Give all the words you know connected with the following Latin words: *Pasture; suspicion; patience; honest; ignoble; medicine; adversaries.*

7. Write sentences containing the following words: *Business* and *profession; active* and *diligent; delay* and *defer.*

8. Write sentences containing the following phrases: *To distinguish one's self in; to become celebrated for; depend for a subsistence; his strength lies in.*

[1] *Stock; stockade; stow,* etc.

THE CHRISTIAN'S ENJOYMENT OF NATURE.

He is the freeman whom the truth makes free,
And all are slaves beside. There's not a chain
That hellish foes, confederate for his harm,
Can wind around him, but he casts it off
With as much ease as Samson his green withes
He looks abroad into the varied field
Of nature, and though poor perhaps compar'd
With those whose mansions glitter in his sight,
Calls the delightful scen'ry all his own.
His are the mountains, and the valleys his,
And the resplendent rivers His t enjoy
With a propriety that none can feel,

But who, with filial confidence inspir'd,
Can lift to Heav'n an unpresumptuous eye,
And smiling say—'My Father made them all!'
Are they not his by a peculiar right,
And by an emphasis of int'rest his,
Whose eye they fill with tears of holy joy,
Whose heart with praise, and whose exalted mind,
With worthy thoughts of that unwearied love
That plann'd, and built, and still upholds, a world
So cloth'd with beauty for rebellious man?

Cowper.

CAUTIONS AND DIRECTIONS FOR READING.

Line 1 : Give slight emphasis to *freeman*, but strong emphasis to *truth*. Line 2 : Give emphasis to *slaves* with downward slide. Line 3 : Read *hellish* in deeper tone, and in Line 4 read *casts it off* bolder and louder, and in Line 5 read *Samson his green withes* similarly. Lines 10 and 11 : Read *mountains, valleys*, and *resplendent rivers* with swell of voice and force. In Line 11 : Dwell on *His*, and read *to enjoy*, not *t'enjoy*, dwelling on *joy*. Line 12 : Emphasise *none*. On the two following lines lower the pitch, and in line 15 read *My Father, &c.*, in higher pitch, with swelling tones, and emphasis on *Father*. Line 17 : Emphasise *emphasis*, and sound the omitted *e* in *interest*. Line 18 : Read *with tears of holy joy* slower, with tremor on *tears* and slight emphasis on *joy* and on *praise* in line 19. Observe that a question begins on line 16 which ends on *man* in line 22, and give the rising slide strongly to *man*, to mark the earnestness and termination of the question.

THE CAUSE OF TEMPERANCE.

Mus'ter, a gathering.
Mu'tilated, injured by cutting.
Embla'zoned, adorned.
Su'perstructure, that which is built on something else.
Cope stone, the finishing stone of a building.
Ush'er in, introduce.
Trel'lised, arranged on a framework.
Cap'itals, upper parts of pillars.

Our cause is a progressive one. I have read the first constitution of the first temperance society formed in the State of New York in 1809, and one of the by-laws stated: "Any member of this association who shall be convicted of intoxication shall be fined a quarter of a dollar, except such act of intoxication shall take place on the Fourth of July, or any other regularly appointed military muster." We laugh at that now; but it was a serious matter in those days: it was in advance of the public sentiment of the age. The very men who adopted that principle were persecuted: they were hooted and pelted through the streets, the doors of their houses were blackened, their cattle mutilated.

The fire of persecution scorched some men so that they left the work. Others worked on, and God blessed them. Some are living to-day; and I should like to stand where they stand now, and see the mighty enterprise as it rises before them. They worked hard. They lifted the first turf—prepared the bed in which to lay the corner-stone. They laid it amid persecution and storm. They worked under the surface; and men almost forgot that there were busy hands laying the solid foundation far down beneath.

By and by they got the foundation above the surface, and then began another storm of persecution. Now we see the superstructure—pillar after pillar, tower after tower, column after column, with the capitals emblazoned with "Love, truth, sympathy, and good-will to men." Old men gaze upon it as it grows up before them. They will not live to see it completed; but they see in faith the crowning copestone set upon it. Meek-eyed women weep as it grows in beauty; children strew the pathway of the workmen with flowers.

We do not see its beauty yet—we do not see the magnificence of its superstructure yet—because it is in course of erection. Scaffolding, ropes, ladders, workmen ascending and descending, mar the beauty of the building; but by and by, when the hosts who have labored shall come up over a thousand battlefields waving with bright grain never again to be crushed in the distillery—through vineyards, under trellised vines, with grapes hanging in all their purple glory, never again to be pressed into that which can debase and degrade mankind—when they shall come through orchards, under trees hanging thick with golden pulpy fruit, never to be turned into that which can injure and debase—when they shall come up to the last distillery and destroy it; to the last stream of liquid death, and dry it up; to the last weeping wife, and wipe her tears gently away; to the last child, and lift him up to stand where God meant that child and man should stand; to the last drunkard, and nerve him to burst the burning fetters and make a glorious

accompaniment to the song of freedom by the clanking of his broken chains—then, ah! then will the copestone be set upon it, the scaffolding will fall with a crash, and the building will stand in its wondrous beauty before an astonished world. Loud shouts of rejoicing shall then be heard, and there will be joy in heaven, when the triumphs of a great enterprise usher in the day of the triumphs of the cross of Christ.

John B. Gough.

EXERCISES.—1. Write a short composition on the "Evils of Intemperance."

2. Explain the meaning of the following phrases: (1) The public sentiment of the age. (2) They lifted the first turf. (3) They see in faith. (4) Burning fetters.

3. Analyze and parse the last sentence.

4. Make nouns and verbs from each of the following adjectives: *Progressive, busy, crowning, bright, thick, golden, glorious, wondrous, astonished.*

FLEETING GLORY AND LOWLY WORTH.

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:—
The paths of glory lead but to the grave.

* * * * * *

Full many a gem of purest ray serene,
The dark, unfathomed caves of ocean bear:
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

Gray.

EXERCISE.—Commit these stanzas to memory.

SKETCH OF THE HISTORY OF CANADA.

The history of Canada may for purposes of convenience be divided into three parts—(1) the period of discovery, prior to A.D. 1535; (2) the French period, from 1535 to 1763; and (3) the English period, subsequent to 1763.

America was discovered in 1492 by Christopher Columbus, who was then in the service of Spain. Five years afterwards Henry VII of England sent John Cabot on a voyage of exploration, and he visited Labrador, Newfoundland, Prince Edward Island, and Nova Scotia. The French were, however, the real explorers and first settlers of Canada. In 1535 Jacques Cartier, on his second voyage, sailed up the river St. Lawrence and visited the Indian villages on the sites of Quebec and Montreal.

EVENTS OF THE FRENCH PERIOD.

1535 to 1763.

1. **Explorations.** Little attention was paid to Canada for over fifty years after the time of Cartier. Samuel Champlain was the first to attempt successfully to colonize the country. He was connected with the founding of Port Royal, in Nova Scotia, in 1604, and of Quebec in 1608. For nearly a quarter of a century he continued his efforts in exploring and settling the new country. He travelled over most of the Province of Ontario, and went south as far as the lake named after him. He took part, unwisely, in an Indian quarrel in this district, and

stirred up the bitter enmity of the Iroquois race against the French. This enmity greatly retarded the growth of the country in after years. The French carried on the explorations west and south of Canada, chiefly through the agency of the Jesuit missionaries. They explored and claimed for France not only what is now called Canada, but a large portion of the United States as well, including parts of New York and Michigan, and the states in the Ohio and Mississippi valleys.

2. **Changes in Government.** Canada was a vice-royalty till 1627. The king of France appointed a Viceroy to rule in Canada in his name. In 1627, however, 'The Company of One Hundred Associates' was formed, and to them was assigned the government of the country, and the exclusive privilege of trading in it, on condition that they should bring out a certain number of settlers each year. They were allowed to control the affairs of the colony till 1663, when the king established what is called Royal Government. This lasted exactly one hundred years, till the country was given up to the English by the treaty of Paris.

3. **Governors.** There were in all thirteen French Governors from 1663 to 1763. The first was M. de Mesey the last was M. de Vaudreuil, and the most important was Frontenac.

4. **Wars.** The French colonists were almost constantly at war, either with the English colonists to the south of them or with the Iroquois Indians. These Indians, who occupied what is now New York State, were the allies of the English. They

kept the French in constant terror by their inroads. In 1680 they made a fierce and unexpected attack on Montreal, and murdered or captured nearly the whole of the inhabitants in a single night. Count Frontenac was the only Governor who was able to make much impression on these warlike Indians.

'King William's War.' When James II. was driven from England by William III., the French took the part of James, and the war thus caused gave rise to a war between the French and English in America. Frontenac, aided by the Huron Indians, planned to drive the English out of New England and New York. He began to attack them both on the sea-coast and along the border. The English colonists raised two armies to attack the French in Quebec, and Acadie; one from Boston, the other from New York. The army of the east was commanded by Sir William Phipps. He succeeded in taking Port Royal, the chief town of Acadie, and then proceeded to Quebec, but was there defeated by Frontenac. The army of the west was not successful. The treaty of Ryswick, 1697, brought 'King William's War' to a close. France and England each had its lost territory restored by this treaty.

'Queen Anne's War. In 1704 the French again began to attack the British settlers near the border. Deerfield and Haverhill were burned by them, and their inhabitants most cruelly treated. These outrages by the French continued for about six years before help could be sent from England, as she was engaged in a great war in Europe. It came at last,

however, and in 1710 General Nicholson captured Port Royal, and named it Annapolis, in honor of Queen Anne. This name it still retains, and the city has since that time remained in possession of the British. In 1713, the treaty of Utrecht gave Acadie, Hudson's Bay Territory, and Newfoundland to the British. This was just fifty years after royal government was established in Canada, and fifty years before the close of French power.

'*Pepperell's Invasion.*' After the loss of Acadie, the French built a very strong fort on the island of Cape Breton. They named it Louisburg, after their king. It was the key of the St. Lawrence, and it was so near New England that vessels sent from it could easily do great harm to the towns along the coast. The French also made it the base of attack in an attempt to retake Annapolis. The people of New England decided to put an end to such annoyances, and raised an army which, under William Pepperell, succeeded in capturing the fort in 1745. It was restored to the French in 1748 by the treaty of Aix-la-Chapelle.

'*The Seven Years' War.*' This war was caused by the attempt of the French to hold possession of the central part of the United States as well as Canada. They began to seize all the Englishmen they found in the Ohio valley, and firmly refused even to listen to British officers when sent to treat with them. This showed the British that action was necessary, so they began to build a fort near Pittsburg, in Pennsylvania, but they were driven away by the French, who completed the

fort and named it Fort Du Quesne, after the Governor of Canada. Other attempts to establish themselves in the Ohio valley failed, and the French remained masters of the situation in 1754. In 1755 General Braddock was sent out to lead the English forces. He decided to attack the French at four places: in the Ohio Valley, in the Lake Champlain district, at Niagara, and in Nova Scotia. The Acadians, or French settlers, were expelled from Nova Scotia, because they would not fully submit to the British, and continued to send help to their fellow-countrymen; but all the other attempts made during the year were utter failures. Braddock himself was killed in the Ohio Valley. He would not take advice from those who understood the Indian and French method of warfare, and allowed himself to be drawn into an ambuscade. During the next two years the French had matters entirely their own way, and captured the British fort at Oswego, and Fort William Henry, south of Lake Champlain. In 1758, however, the British cause was greatly strengthened by the arrival of General Wolfe and other generals from England. The French were attacked in three places. In the east Amherst and Wolfe secured Louisburg, and in the west Fort Du Quesne was taken and named Fort Pitt (Pittsburg). These successes opened the way to attack from the ocean, and separated the French in Canada from their friends on the Mississippi. In the Lake Champlain district, the English were unsuccessful. It is strange that nearly every invading army sent through this

'Lake Gate,' by French, English, or Americans, was easily defeated. The year 1759 was one of the most important in the history of Canada. In that year Niagara was captured by Sir William Johnston, and Quebec surrendered to Wolfe. The latter event, so fully described in the THIRD READER, really closed French Rule in Canada, although in name the French owned our country till 1763. Montreal surrendered to Generals Amherst and Murray in 1760, and Canada was formally ceded to the British in 1763. The population of Canada and Acadie at the close of the French period was about 90,000.

EVENTS OF THE ENGLISH PERIOD.

(a) Prior to 1791.
(b) From 1791 to 1841.
(c) From 1841 to 1867.
(d) From 1867 to 1882.

(a) Prior to 1791.

1. Wars. Two important wars occurred during this period, 'Pontiac's War' and the 'Revolutionary War.' Pontiac was a very able chief, who had been in alliance with the French, and he did not like to see his friends driven out by the British. He planned a wide scheme for the extermination of the English. He captured several forts in the west and south-west of Canada. He maintained a regular siege at Detroit for fifteen months, without success. This was a remarkable instance of perseverance on the part of an Indian. It was during this war that Michilimackinac was taken, during a game of La Crosse played by the Indians, with the avowed intention of amusing the whites. The ball

was thrown inside by one of the players; the rest rushed in after it and took possession of the fort.

'The Revolutionary War.' The American colonists thought they would be able to induce the Canadians to join them when they revolted. Although chiefly Frenchmen, ruled by England, they refused to do this, and the Americans sent General Montgomery with an army to conquer Canada. The expedition failed. Its commander was killed in an attack on Quebec, and a detachment under Colonel Allen sent against Montreal were made prisoners.

2. **Constitutional Growth.** From 1760 to 1764 the country was controlled by military power. Then George III. issued a royal proclamation, giving to his new colony the laws of England. This naturally caused great annoyance to the French settlers. Roman Catholics were prevented from occupying any offices of State, as they were in England then and for about sixty years afterwards. The British Parliament heard the complaints of the French in a liberal spirit, and in 1774 passed the 'Quebec Act.' This relieved the Roman Catholics of their State disabilities, and restored the French civil laws, retaining English law in criminal cases. It also provided for the appointment of a Council to advise the Governor. This Act gave great satisfaction to the French, and doubtless had much to do with their refusal to join their English neighbors in revolting.

But the English settlers in Canada were annoyed by the provisions of the 'Quebec Act,' and their number increased so rapidly by the influx of

United Empire Loyalists from the United States, that the British Parliament decided to form two provinces, one for the English and the other for the French. To do this they passed the Constitutional Act in 1791, forming Upper and Lower Canada. It gave a Lieutenant-Governor and an appointed Council to each province, and also the right of electing an Assembly.

3. **Progress.** The population increased to 150,000 in Canada, exclusive of Acadie, during this period. About 10,000 United Empire Loyalists settled in Ontario. The British Parliament granted a large sum to make good the losses they sustained through their loyalty to Britain, and gave them free grants of land.

Prince Edward Island became a separate province in 1770, and New Brunswick in 1784.

The first Canadian newspaper, the *Quebec Gazette*, was issued in 1764, and the first college founded at Windsor, Nova Scotia, in 1789.

(b) From 1791 to 1841.

1. **Wars.** *The War of 1812.* One party in the United States was hostile to England, and ready to seize any opportunity for war. The British Government passed an 'Order in Council' prohibiting all foreign vessels from trading with the French, as Napoleon was weakly attempting to blockade the English ports. They also claimed the 'Right of Search,' in order to examine any foreign vessel for deserters. The ruling party in the United States made these orders the pretext for war, knowing

that England was fully occupied by the war with Napoleon. The Northern States were very much opposed to the invasion of Canada, but the war party claimed that the Canadians would be glad to get assistance in 'breaking from British bonds.' In this they were greatly disappointed. Both Upper and Lower Canadians united in the most loyal manner to repel the invaders. The war lasted for three years, and had no effect whatever on its pretended causes. It brought only disgrace to the Americans; but while it troubled Canada on account of matters in which she was not concerned, it united her people, and proved them to be truly brave when called upon to defend their native or adopted country.

In 1812 Canada was invaded at three points: Detroit, Niagara, and near Montreal. In each case the invaders were defeated. In the west General Brock took Fort Mackinac, drove General Hull out of Canada, and with a much smaller force compelled him to surrender at Detroit. In the centre the Americans were defeated at Queenston Heights. In addition to those killed on the field, many were drowned in Niagara river in trying to escape, and a force larger than the entire Canadian army, surrendered to General Sheaffe, who led the Canadians after the death of the brave Brock, who was killed at the beginning of the battle. In the east the Americans retired after a slight skirmish near Rouse's Point. In 1813 the general plan of the invasion was similar to that of 1812, but the Americans were more successful. In the west they defeated General Proctor and the celebrated chief,

Tecumseh, near Moravian Town on the Thames. In the centre they captured Fort York (Toronto), and Fort George (Niagara), but were defeated at Stony Creek, near Hamilton, and Beaver Dams, near Thorold. In the east two armies were sent to attack Montreal, one by the St. Lawrence and one by Lake Champlain. Both were easily defeated by forces scarcely a tithe of their number; the former at Chrysler's Farm and the latter at Chateauguay. In 1814, the first invasion was made in the direction of Montreal. It shared the fate of former invasions at La Colle Mill, where a few Canadians checked and defeated the invaders. In the Niagara district, battles were fought at Chippewa and Lundy's Lane. The Americans won the former, but they retreated in great haste after the latter. Peace was declared at Ghent in 1814. The following is a summary of the battles of 'The War of 1812,' fought in defence of Canada:

BATTLES.	DATES.	WON BY
Mackinac	1812	British.
Detroit	"	"
Queenston Heights	"	"
Rouse's Point	"	"
Moravian Town	1813	Americans.
Fort York	"	"
Fort George	"	"
Stony Creek	"	British.
Beaver Dams	"	"
Chrysler's Farm	"	"
Chateauguay	"	"
La Colle Mill	1814	"
Chippewa	"	Americans.
Lundy's Lane	"	British.

'*The Rebellion of 1837.*' William Lyon McKenzie in Upper Canada, and Louis Papineau in Lower Canada, had for years led an agitation in favor of responsible government, and other changes, some of them reforms. Failing to secure their objects, they rebelled in 1837. The attempts of both were total failures. After slight skirmishes near Toronto and Montreal, the leaders fled. They had aimed to found a republic, and McKenzie with a band of roving Americans, established himself for a time on Navy Island, in the Niagara river, where he was proclaimed 'President of Canada.' The most exciting incident in connection with this absurd movement was the burning of the 'Caroline,' a steamer used to carry provisions to McKenzie's band. A few young Canadians seized her one night at her dock, and setting fire to her, allowed her to float over the Falls. McKenzie and his friends had many reasons to complain, but it is a pity that rebellion was associated with reform.

Boundary Disputes. These took place chiefly with reference to the boundary between New Brunswick and Maine, and nearly led to war. They were finally settled by the Ashburton treaty, which gave the United States seven out of the twelve thousand acres in dispute.

2. **Constitutional Growth.** These fifty years are notable for the rise and rule of the 'Family Compact,' and the struggle for Responsible Government. The Constitutional Act of 1791 allowed the Governor to appoint his own ministry. It was not necessary for the ministers to be members of Parlia-

ment, and they were in no way responsible to the people. In this way a class was formed, consisting of the Legislative Council, the Cabinet, and their friends whom they had appointed to office throughout the country. This privileged class was named the 'Family Compact,' and they resented all claims for equal rights made by the people. Such a class could not exist in Canada, however, and its offensive pride led to its own fall. After the rebellion, Lord Durham reported in favor of a union between Upper and Lower Canada, which was effected just fifty years after their separation. The union brought Responsible Government, and the 'Family Compact' lost its power.

3. **Progress.** The population during this period increased over one million, having reached 1,156,000 at its close. Public schools were established by law in Upper Canada, Nova Scotia, and New Brunswick. Several colleges were founded; newspapers increased; a number of banks were opened; regular lines of steamers were established, and leading roads were opened up throughout the country.

Slavery was abolished in Upper Canada in 1793, and declared illegal in Lower Canada in 1803.

Toronto, then called Little York, became the capital of Upper Canada in 1796. It was founded by Governor Simcoe, because he thought Newark (Niagara) was too near the American frontier. It became a city in 1834. William Lyon McKenzie was its first mayor.

(c) From the Union till Confederation.

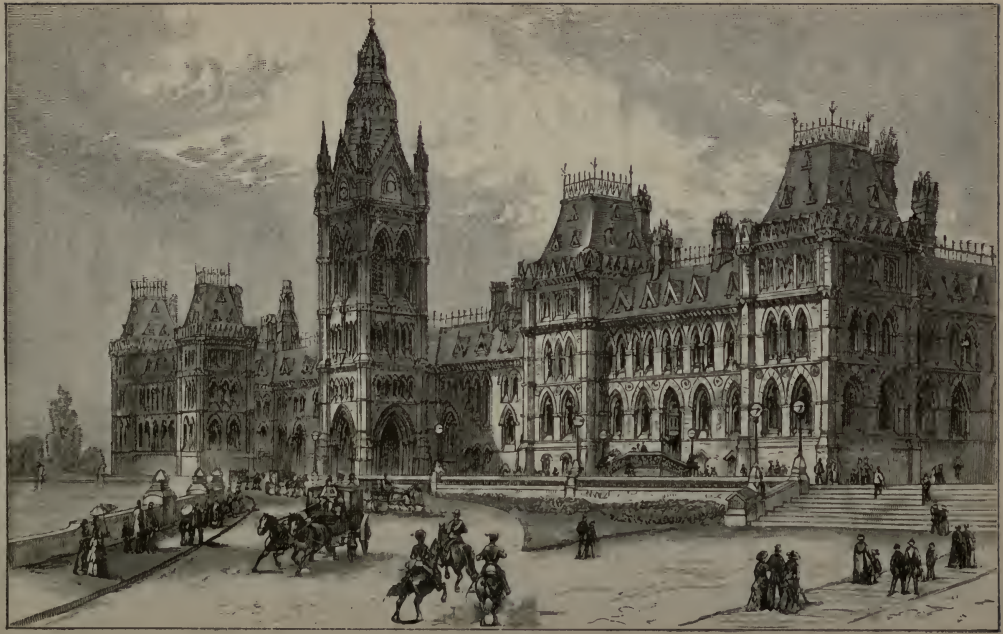
1. **Changes of Capital.** Kingston was the first

capital of the united provinces. Montreal was the seat of government from 1844 to 1849, when it was decided that Parliament should meet alternately in Toronto and Quebec. In 1858, Queen Victoria, by request, selected Ottawa as the capital, and Parliament assembled in that city in 1866.

2. **Chief Parliamentary Acts.** *1. Rebellion Losses Acts.* There were two of these, one for the relief of loyal persons who suffered loss in Upper Canada by the rebellion, and the other for those in in Lower Canada. The latter gave such offence that, on its being assented to by Governor Elgin, the parliament buildings were burned in Montreal in 1849. This led to the removal of the capital from Montreal.

2 Distribution of the Clergy Reserves, 1854. Large tracts of land were set apart in 1791 for the benefit of the clergy of the English Church in Ontario. After a time, other denominations demanded a share in the benefits derived from these lands. It was at length decided to sell them and divide their value among the different municipalities, to be used by them for local, secular purposes.

3. Abolition of Seigniorial Tenures. French officers and others had secured large districts in Quebec during the early history of the province. In some cases as much as 100,000 acres were given to one man. Settlers in these districts were compelled to give these proprietors a proportion of all that they raised, and to submit to several oppressive laws. This system greatly retarded the settlement and progress of the country, so it was repealed



in 1854, and the Seigniors paid a sum settled by a commission.

4. Reciprocity Treaty, 1854. This provided for the 'free interchange of the products of the sea, the soil, the forest, and the mine,' between Canada and the United States. It also allowed Canadians to navigate Lake Michigan, and the Americans to trade on the rivers St. Lawrence and St. John. It ceased in 1866.

5. British North-America Act. In 1865 a convention of representative men from the various provinces met in Quebec, and agreed on a basis for Confederation. This basis was afterwards adopted by the Canadian Parliament, and the English Parliament passed the British North-America Act, uniting Upper and Lower Canada, Nova Scotia, and New Brunswick. The Dominion of Canada was inaugurated on the first of July, 1867.

3. Fenian Raids. An infamous society, whose pretended object was to secure the freedom of Ireland, was formed in the United States. They decided to invade Canada, and in 1866 they crossed the frontier at Buffalo, and plundered the property of a few defenceless people in the district. The whole country was aroused, but after a couple of skirmishes at Ridgeway and Fort Erie, the Fenians retired to Buffalo to avoid capture. They also threatened the Montreal district, but they were satisfied with merely looking at the Canadian volunteers, and retired in disgrace.

4. Progress. The country made remarkable advancement in population, commerce, railroads,

and education between the Union and Confederation. In twenty years the population of Ontario was more than trebled.

(d) From Confederation till 1882.

There have been no very remarkable eras in the history of Canada since Confederation. The Dominion has made steady progress.

1. **Territorial Extension.** Manitoba was organized in 1870, British Columbia was admitted to the Dominion in 1871, and Prince Edward Island in 1873. The whole of the great North-West belongs to Canada, but is not yet organized into provinces.

2. **Parliamentary Acts.** Two are of special importance; the Washington Treaty, and the Pacific Railroad Bill. The first was framed by a Joint High Commission, with representatives from the British Empire, the United States, and Canada. Several questions, among them being the Alabama claims, the Fishery disputes, the San Juan and Alaska Boundary Lines, were settled by it or referred to arbitration. The latter was introduced in 1873, with the view of uniting the Pacific with the Atlantic by a railroad on Canadian soil. When finished it will be the greatest public work of the Dominion.

3 **Disturbances.** *1. Red River Rebellion.* In 1868 the Canadian Government obtained possession of the Hudson Bay Territory. The French half-breeds, led by Louis Riel, formed a government of

their own, and refused to let the Canadian Governor enter. Loyal citizens objected to their course, and one who refused to submit to them was seized and shot after a 'mock trial by a rebel court-martial.' Sir Garnet Wolseley led an army of Canadian volunteers through the wilderness between Ontario and Manitoba, but Riel fled before his arrival. Canadian authority has since been maintained.

2. Second Fenian Raid. In 1870 the Fenians again gathered on the frontier near Montreal. A few farmers in the district calmly waited until they stepped upon Canadian soil, and then saluted them with a volley from their rifles. The brave Fenians fled in disorder! Their 'valiant general,' skulking a mile and a half in the rear, was arrested by a United States marshal, and the President soon after issued an order forbidding future invasions of a similar character.

4. Progress. The Dominion has made rapid advancement. Three provinces have been added to the four united by the British North-Ameria Act. The great North-West is being rapidly opened up and settled. The various conflicting interests of the different provinces have been brought into harmony, and the few causes of discontent which at first existed in some places, have been removed. Thorough loyalty to the Dominion is now the sentiment of each province. The future of Canada is full of hope. With her large territory, her free institutions, her unsurpassed system of education, and her firm devotion to morality and religion, the young Dominion gives promise of a vigorous and progres-

sive future. Commercially she now ranks fifth among the nations of the world.

5. **Governors Since Confederation.** Lord Monck was Governor at the time the Dominion was inaugurated. Sir John Young succeeded him in 1868, and he was followed in 1872 by Lord Dufferin. In 1879 the Marquis of Lorne came to represent his royal mother-in-law.

THE BURIAL OF SIR JOHN MOORE.

1. Not a drum was heard, not a funeral note,
As his corse to the ramparts we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

2. We buried him darkly at dead of night,
The sods with our bayonets turning;
By the struggling moonbeam's misty light,
And the lantern dimly burning.

3. No useless coffin enclosed his breast,
Nor in sheet nor in shroud we wound him
But he lay like a warrior taking his rest,
With his martial cloak around him.

4. Few and short were the prayers we said,
And we spoke not a word of sorrow,
But we steadfastly gazed on the face of the dead,
And we bitterly thought of the morrow.

5. We thought, as we hollowed his narrow bed,
And smoothed down his lonely pillow,
That the foe and the stranger would tread o'er his head,
And we far away on the billow.

6. Lightly they'll talk of the spirit that's gone,
And o'er his cold ashes upbraid him;
But little he'll reck, if they let him sleep on
In the grave where a Briton has laid him

7. But half of our heavy task was done,
When the bell tolled the hour for retiring
And we knew by the distant and random gun
That the foe were sullenly firing

8. Slowly and sadly we laid him down,
From the field of his fame fresh and gory;
We carved not a line, and we raised not a stone
But we left him alone with his glory.

Rev. Charles Wolfe.

CAUTIONS AND DIRECTIONS FOR READING.

The reading must be in harmony with the character of the poem,—solemn, yet marked by deep, but not violent feeling.

VERSE 3.—Lines 3 and 4: increase the fervor and assume dignity of expression.

VERSES 4, 5, and 6; again return to the solemn tones, throwing greater tremor into the voice on the 4th verse, and ending the 6th verse with an expression of pride and dignity.

The last verse demands more force and loftiness of tone, rising to its greatest height on the last line. That line must be read slowly but with full and powerful swell of voice to the end.

MANITOBA.

Amalgama'tion, union; literally the mixing or blending of different things.
Magnif'icent, grand, excellent.
A'rea, extent.
Fal'low, land left untilled, or ploughed and not sowed.
Yield, to produce.
Prai'rie, an extensive tract of level or rolling land, with few trees.
Exhil'arating, producing happiness.
Des'tined, marked out.
Ar'biter, an umpire, one who controls.

1. Manitoba, one of the youngest of the sisterhood of provinces constituting the Dominion of Canada, is attracting attention in all parts of the world. Previous to its amalgamation with Canada, this magnificent country, lying between the forty-ninth and fifty-fifth parallels of North Latitude, and extending from Lake Winnipeg to the Rocky Mountains, was but little known. If we except the settlement along about ninety miles of the Red, and sixty miles of the Assiniboine river, and the trading forts of the Hudson Bay Company, it was the undisturbed home of the buffalo and the untutored savage. 2. Manitoba contains only a portion of what is now often called "The Fertile Belt," whose area is about 380,000 square miles. The great natural resources of this immense area, and its singularly healthy climate, combine to make it a very land of Goshen for all those who find it difficult to make a living in older and more thickly settled countries, and who possess means and energy enough to emigrate. For fertility, the soil is scarcely equalled and certainly not surpassed. It is a peaty or sandy loam, resting on clay. Its only fault is, that it is too rich—crop after crop having been often raised

without either fallow or manure. 3. Nowhere in the world are farms and market-gardens more easily made or more cheaply and profitably worked. The bush-farms of Ontario, on a portion of which the labor of a life-time was spent, are here unknown. For a comparatively small sum, the payment of which is extended over a period of years, an homestead of one hundred and sixty acres or upwards can be purchased, either from the Dominion Government, or from the Hudson's Bay, or Canada Pacific Railway Company—both of which own large tracts of land. 4. The settler has no chopping, logging, grubbing, rooting, or burning to do. As a general thing, he can put his plough in the rich, black, virgin soil, and run a furrow from end to end of his farm. Many have ploughed and sown the first year, and reaped a fair crop. Land broken in the spring or early summer months, and re-ploughed in the fall, is certain to produce a fine harvest the next year. This is the country for steam ploughs, mowers, self-binding harvesters, horse-rakes, steam-threshers, and every other kind of farm machinery. The average yield of wheat in Manitoba is twenty-five bushels to the acre, and the grain is both larger and heavier than that grown in any other country in the world. 5. At Edmonton, eight hundred miles west of Winnipeg, wheat grows with equal luxuriance, and has been known to yield from thirty to fifty bushels to the acre. Oats often yield sixty bushels. Cereals of every description do well, and the size and yield of root crops is simply enormous. The different kinds of grasses can be profit-

ably cultivated, but the wild grasses of the prairie form an almost inexhaustible supply of food for all kinds of live-stock, both in summer and winter, and the recent establishment of large stock-farms on the eastern slopes of the Rocky Mountains shows that the North-West is believed to be one of the best grazing countries in the world. 6. Wild fruits, viz., strawberries, raspberries, currants, plums, and even grapes, are found in greater or less abundance, in their season. There are immense timber lands in the neighborhood of the Lake of the Woods, containing most of the different kinds of wood required for manufactures. The country between Thunder Bay and Lake Winnipeg and the eastern slopes of the Rocky Mountains, are thought to possess great mineral wealth. Gold has been discovered in the Saskatchewan, and coal fields of vast extent and excellent quality are known to exist along the Souris, Saskatchewan, Pembina, Bow, and other rivers. 7. The spring is as early as it is in Ontario. That there are extremes of heat and cold cannot be denied, but the hottest summer day is almost invariably followed by a cool night; and the excessive cold of mid-winter is softened by the brilliancy of the sun, and the still, dry, and exhilarating atmosphere. The writer has spent thirteen years in Manitoba, and, although he has travelled in an open cutter for many miles, at different times, during the most severe weather, he has never been frost-bitten.

8. Undoubtedly there are drawbacks in this new country, yet, notwithstanding, the tide of emigration is rolling westwards. There is room for

hundreds of thousands. Many of those who came to the country poor, a few years ago, are now rich and influential, and it is rare to meet with anyone who regrets having come to Manitoba. On the contrary, the country and climate stimulate energy and self-confidence, and there is amongst Manitobans a settled conviction that their prairie province is destined to become, at no very distant date, the arbiter of the fortunes of the Dominion.

QUESTIONS.—1. Name the two rivers in Manitoba along which the first settlements were located. 2. What is the area of the Fertile Belt? 3. Name and describe the farm-machinery mentioned in the lesson. 4. How far is Edmonton from Winnipeg? 5. What wild fruits are mentioned? 6. Name the rivers along whose banks coal is found. 7. What are the people of Manitoba called? 8. What do they think Manitoba will become?

DICTATION.—Learn to write out the names of the rivers mentioned in the lesson.

EXERCISES.— 1. Learn to spell the following words:

Constituting	Inexhaustible	Parallel	Influential
Machinery	Exhilarating	Atmosphere	Destined.

2. Parse all the words in the following sentence: "For fertility, the soil is scarcely equalled and certainly not surpassed."

3. Add prefixes to the following words: *Profitab'y; portion; less; establish.*

4. Add suffixes to the following words: *Severe; possess; dry; rare; end; rich; black.*

5. Make nouns out of the following adjectives and verbs: *Immense; emigrate; heavier; grows; different; followed.*

6. Explain the following phrases: (1) Sisterhood of provinces. (2) Untutored savage. (3) Natural resources of the country. (4) Cheaply and profitably worked. (5) Oats often yield sixty bushels. (6) The arbiter of the fortunes of the Dominion.

THE RED RIVER VOYAGEUR.

1. Out and in the river is winding
The links of its long, red chain
Through belts of dusky pine-land
And gusty leagues of plain.

2. Only, at times, a smoke-wreath
With the drifting cloud-rack joins,—
The smoke of the hunting-lodges
Of the wild Assiniboins!

3. Drearily blows the north-wind
From the land of ice and snow;
The eyes that look are weary,
And heavy the hands that row.

4. And with one foot on the water,
And one upon the shore,
The Angel of Shadow gives warning
That day shall be no more.

5. Is it the clang of wild-geese?
Is it the Indian's yell,
That lends to the voice of the north-wind
The tones of a far-off bell?

6. The voyageur smiles as he listens
To the sound that grows apace;
Well he knows the vesper ringing
Of the bells of St. Boniface.

7. The bells of the Roman Mission,
That call from their turrets twain;
To the boatman on the river,
To the hunter on the plain!

8. Even so in our mortal journey
The bitter north-winds blow,
And thus upon life's Red River
Our hearts, as oarsmen, row.

9. And when the Angel of Shadow
Rests his feet on wave and shore,
And our eyes grow dim with watching,
And our hearts faint at the oar,

10. Happy is he who heareth
The signal of his release
In the bells of the Holy City,
The chimes of eternal peace!

Whittier.

CAUTIONS AND DIRECTIONS FOR READING.

VERSE 3.—Line 1: Lengthen *drearily*. Line 2: Combine rapidly *From-the-land*, but read *ice and snow* slower.

VERSE 4.—Read lines 3 and 4 slower and with more emphasis than the preceding lines, increasing the time on *no more*.

VERSE 5.—Give emphasis and time to *yell*. Read the 4th line like chanting, dwelling softly and echo-like on *tones* and *bell*.

VERSE 7.—Lines 3 and 4: Give emphasis and time to *boatman* and *hunter*.

VERSE 8.—Begin this verse in a lower and more solemn tone. Give emphasis to *mortal* and *hearts*.

VERSE 9.—Read this verse lower than verse 10 and end it with a rising slide; give also a tremulous emphasis to *dim* and *faint*.

VERSE 10.—Read this verse in a higher pitch. Line 1: Emphasise *happy*, and more slightly *release*. Read the last two lines in full swelling tones expressive of triumph, especially *Holy City* and *eternal peace*.

NORTH-WESTERN CANADA.

Au'tog aph, one's own signature.
Cre'dence, belief.
Croak'ing, discouraging complaints.
Excavat'ed, dug out.
Fosse', a ditch filled with water.
Gigant'ic, immense.
Gla'cis, a slope.
Hay'-swamps, wet patches of land producing grass.
Ig'nore, to wilfully disregard, to shut one's eyes to.
Illim'itable, boundless.
Lake'lets, small lakes.
Malin'gerer, a soldier who feigns sickness to avoid duty.
Moat, a deep trench round a castle or fortress.
Planta'tion, a space planted with trees.
Ram'part, an elevation of earth round a fortress
Seclud'ed, shut apart hemmed in.
Thermo'meter, an instrument for measuring the degree of heat.

1. Beautiful as are the numberless lakes and illimitable forests of Keewaydin, 'the Land of the North Wind,' to the east of you, yet it was pleasant to get behind the north wind, and to reach your open plains. The contrast is great between the utterly silent and shadowy solitudes of the pine and fir forests, and the sun-lit and breezy ocean of meadowland, voiceful with the music of birds, which stretches onward from the neighborhood of your city. The measureless meadows, which commence here, stretch without interruption of their good soil westward to your boundary. 2. The province is a green sea over which the summer winds pass laden with the scent of rich grasses and flowers, and throughout this vast extent it is only as yet here and there that a yellow patch shows some gigantic wheat field. Like a great net cast over the whole area, bands and clumps of poplar are everywhere to be met with, and these no doubt, when the prairie fires are more carefully guarded

against, will, whenever they are wanted, still further adorn the landscape. 3. The meshes of this wood netting are never further than twenty or thirty miles apart. Little hay-swamps and sparkling lakelets, teeming with wild fowl, are always close at hand; and if the surface water in some of these has alkali, excellent water can always be had by the simple process of digging for it a short distance beneath the sod with a spade, the soil being so devoid of stones that it is not even necessary to use a pick.

No wonder that under these circumstances we hear no croaking. 4. It was remarked with surprise by an Englishman, accustomed to British grumbling, that even the frogs sing instead of croak in Canada, and the few letters that have appeared speaking of disappointment will be amongst the rarest autographs which the next generation will cherish in their museums. But with even the best troops of the best army in the world you will find a few *malingerers*, a few skulkers. However well an action has been fought, you will hear officers who have been engaged say, that there were some men whose idea seemed to be that it was easier to conduct themselves as became them in the rear rather than in the front. 5. So there have been a few lonely and lazy voices raised in the stranger press, dwelling upon your difficulties and ignoring your triumphs. These have appeared from the pens of men who have failed in their own countries, and have failed here—who are born failures and will fail till life fails them.

We have found, as we expected, that their tales are not worthy the credence even of the timid. There was not one person who had manfully faced the first difficulties (always far less than those to be encountered in the older provinces) but said that he was getting on well, and was glad he had come, and he generally added that 'he believed his bit of the country must be the best,' and that he only wished his friends could have the same good fortune, for his expectations were more than realized. 6. Favorable testimony as to the climate was everywhere given. The heavy night-dews throughout the North West keep the country green when everything is burning in the south; and the steady winter cold, although it sounds formidable when registered by the thermometer, is universally said to be far less trying than the cold to be encountered at the old Puritan city of Boston in Massachusetts. It is the moisture in the atmosphere which makes the cold tell; and the Englishman who with the thermometer at zero in his moist atmosphere would be shivering, would here find one flannel shirt sufficient clothing while working.

7. Nothing can exceed the fertility and excellence of the land along almost the whole course of the Saskatchewan River, and to the north of it in the wide strip belting its banks, extending up to the Peace River, there will be room for a great population, whose opportunities for profitable cultivation of the soil will be most enviable. The netting of woods of which I have spoken as covering all the pririe between Winnipeg and Battleford, is beyond

that point drawn up on the shores of the paririe sea, and lies in masses of fine forest on the gigantic half circle formed by the Saskatchewan and the Rockies. 8. It is only in the secluded valleys on the banks of large lakes and in the river bottoms that much wood is found in the Far West; probably owing to the prevalence of fires. These are easily preventible, and there is no reason why plantations should not flourish there in good situations, as well as elsewhere.

In the railway you will have a beautiful approach to the Pacific. The line, after traversing for days the plains, will come upon the rivers, whose sheltering valleys have all much the same character. 9. The river beds are like great moats in a modern fortress. You do not see them till close upon them. As in the glacis and rampart of a fortress the shot can search across the smoothed surfaces above the ditch, so any winds that may arise may sweep across the levels above the river fosses. The streams run coursing along the sunken levels in the vast ditches which are sometimes miles in width. 10. Sheltered by the banks, knolls, or cliffs, which form the margin of their excavated bounds, are woods, generally of poplar, except in the nothern and western fir fringe. On approaching the mountains, their snow caps look like huge tents encamped along the rolling prairie. Down from this great camp, of which a length of one hundred and fifty miles is sometimes visible, the rivers wind in trenches, looking like the covered ways by which siege works zigzag up to a besieged city.

On a nearer view the camp line changes to ruined marble palaces; and through their tremendous walls and gaint woods you will be soon dashing on the train for a winter's basking on the warm Pacific.

NOTES.

This selection is taken from the speech delivered by the Marquis of Lorne at Winnipeg in October, 1881, on his return from an extended tour through North-western Canada.

The term "Keewaydin" amongst some of the Indian tribes means the "North-west Wind." Longfellow uses it in this sense in the closing lines of his "Hiawatha," two of which are:—

"To the regions of the Home-wind,
Of the North-west wind, Keewaydin."

The name given by Act of Parliament to the district east and north of Manitoba was "Keewatin," but the spelling adopted by Longfellow is preferable.

"Alkali" is the name given to a number of substances, including potash, soda, and lime, which are all soluble in water and which give the water in which they are dissolved an unpleasant taste, rendering it quite unfit for drinking. Common lye, which is water containing a solution of potash, will afford some idea of the taste and other properties of the alkaline waters of the North-west.

QUESTIONS.—1. Where was the District of Keewaydin when this speech was delivered? 2. Describe the contrast referred to in the second sentence. 3. Where is the western boundary of Manitoba? 4. How is the timber distributed through the Northwest? 5. How is the vegetation of that region kept green during the heat of summer? 6. Where are the Saskatchewan and Peace River districts? What appearance do the Rocky Mountains present to the approaching traveller? 8. What are the river beds like on the plains?

EXERCISES.—1. Give the Latin roots of: *Illimitable, solitude, interruption, credence, extent, difficulties, population, opportunity, excavated, fortress, surface, Pacific.*

2. Form as many other words as your can from each of these roots.

3. Parse the italicised words in the following expressions: (1) The *land* of the North wind. (2) *To get* behind the North wind. (3) *Which* stretches onward. (4) It is only *as yet here* and *there*. (5) Like a great *net*. (6) *These no doubt*. (7) If the surface water in *some* of these *has* alki. (8) The frogs sing instead of *croak*.

LINES ON A SKELETON.*

1. Behold this ruin! 'Twas a skull
Once of ethereal spirit full;
This narrow cell was life's retreat,
This space was thought's mysterious seat.
What beauteous visions filled this spot,
What dreams of pleasure long forgot!
Nor hope nor pleasure, joy nor fear,
Has left one trace of record here.

2. Beneath this mouldering canopy
Once shone the bright and busy eye;
But start not at the dismal void,—
If social love that eye employed,
If with no lawless fire it gleamed,
But through the dews of kindness beamed,
That eye shall be forever bright
When stars and suns are sunk in night.

3. Within this hollow cavern hung
The ready, swift, and tuneful tongue;
If falsehood's honey it disdained,
And where it could not praise, was chained;
If bold in virtue's cause it spoke,
Yet gentle concord never broke,
This silent tongue shall plead for thee
When time unveils eternity.

4. Say did these fingers delve the mine?
Or with its envied rubies shine?
To hew the rock or wear the gem,
Can little now avail to them.

But, if the path of truth they sought,
Or comfort to the mourner brought,
These hands a richer meed shall claim
Than all that wait on Wealth or Fame.

5. Avails it whether bare or shod
These feet the path of duty trod.
If from the bowers of Ease they fled,
To seek Affliction's humble bed;
If Grandeur's guilty bribe they spurned,
And home to Virtue's cot returned,
These feet with angels' wings shall vie
And tread the palace of the sky.

Anonymous.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1.—Line 1: Read *Behold this ruin* slowly and solemnly. Lines 5 and 6: Emphasise *beauteous visions*, and with lesser force, *dreams of pleasure*. Line 8: Emphasise *one* and finish *here* with a rising inflection.

VERSE 2.—Line 2: Give emphasis to *bright and busy*, and increased emphasis to *eye*. Line 3: Read *dismal* with low tremor, but with orce. Line 4: Emphasise *love*. Line 5: Emphasise *lawless*. Lines 6, and 7, Emphasise *kindness* and *forever*.

VERSE 3.—Line 2: Give chief emphasis to *tuneful tongue*. The chief words for emphasis in lines 3, 4 5, and 6 are *falsehood's*, *disdained*, *praise*, *chained*, *concord*, and *broke*; read *praised* with falling and *chained* with rising inflection. In the last two lines *plead* and *eternity* receive emphasis.

VERSE 4. *Delve the mine* and *rubies shine* are in contrast and must be read with equal emphasis. Line 4: Emphasise *little* and *them*. Lines 5 and 6: Emphasise *truth* and *comfort*. Lines 7 and 8: Emphasise *richer*, *wealth*, and *fame*.

VERSE 5 —Lines 1 and 2: Emphasise *bare*, *shod*, and, more strongly, *truth* Line 4 and giveemphasis to *ease* and tremulous emphasis to *affliction* Lines 7 and 8: Give emphasis to *feet* and *angels' wings*; give increased force to *palace* and *sky*.

* See Appendix A.

LORD SELKIRK.

Cal'umnies, slanders.
Evict'ed, turned out of home.
Feud, a long and bitter quarrel.
Philan'thropist, a lover of his fellow men; one who is engaged in works of benevolence.
Pil'lage, robbery, plunder.
Recruit', improve.
Ref'ugee, one forced to flee.
Sci'on, a shoot; a younger member of a family.
Spare', thin.

1. Thomas Douglas, fifth Earl of Selkirk, Baron Daer and Shortcleugh, Fellow of the Royal Society, was the founder of the colony of Assiniboia which has since become the Province of Manitoba. He was born in June, 1771, and lived an eventful life of forty-nine years, the family seat of St. Mary's Isle, in Kircudbrightshire, at the mouth of the Dee, having known him but comparatively little in his adventurous career.

2. He was an author, a patriot, a colonizer, and a philanthropist. Of a perfervid race, he was distinguished for enthusiastic devotion to his projects. The intrepidity of the Douglasses, the perseverance of the ancient family of Marr, and the venturesomeness of the house of Angus, were all his inheritance by blood descent. The spirit and daring of his Selkirk ancestor, Theobald the Fleming, survived in his descendant. The life of the persecuted but persevering Earl of Selkirk shows that he was a worthy scion of his race. In his times of greatest difficulty, did he need the inspiration to be got from an ancestral succession of noble deeds, there was no lack of them.

3. In person he was tall and spare, fully six feet in height, and possessed of a pleasant countenance. Though from the south of Scotland, and without a

drop of Celtic blood in his veins, his love for the Highland race had enabled him to take up their language while rambling in their beautiful glens. The first company of emigrants, nearly one hundred in number, that in 1811 went out under his auspices to colonise the Red River valley, was made up of Highland and Irish Celts, who were forced to leave their farms and seek elsewhere the subsistence denied them in their native places.

4. The route taken by the intending colonists was by sea to York Factory on Hudson's Bay, where the party wintered, and thence over land to the spot selected by their patron and secured to him by special grant from the Hudson's Bay Company of which he was himself a member. This first expedition was followed by others, and after suffering considerable hardships the colonists began to find themselves in a fair way for doing well. 5. Unfortunately, however, the feud between the Hudson's Bay and Northwest Companies brought upon them the hostility of the latter, and from 1814 to 1820 the settlers were exposed to all kinds of injury, including pillage and murder.

The avowed object of the fur traders was to prevent the settlement of the country, and for a time, in spite of the extraordinary personal exertions of Lord Selkirk, they succeeded. 6. He paid his first and last visit to his colony in 1817 after a voyage by way of Lake Superior, one winter having been spent at Montreal and another at Fort William on the way. After organizing it on a better basis than it had yet rested upon, and

spending some time in different parts of Canada in connection with lawsuits growing out of the Red River troubles, he returned to Scotland with a constitution broken down by the hardships he had endured, and died in 1820 in the south of France whither he had gone to recruit his health.

7. Public sentiment has recognized Lord Selkirk as worthy of honour and his name has been indelibly fixed in the Canadian Northwest. A leading county of Manitoba has been called after him, and so has the spot below the rapids of the Red River. Fort Daer, remembered by the Selkirk refugees in their early winterings, situated in the angle of the Red and Pembina rivers, bore one of their patron's titles. In the city of Winnipeg the site is still pointed out, at the base of the peninsula of Point Douglas, of Fort Douglas, commemorative of the family name of the colonizer.

8. The founder of the Red River settlement was pursued during the last few years of his life by the bitter hostility and persistent calumnies of his fur-trading enemies, but his efforts to found a new colony as a place of refuge for tenants evicted in the mother land were not entirely unappreciated in his own day, and they will be more fully appreciated as the nature of the object he had in view and the extent of the sacrifices he made come to be better known.

9. Would that there were more of the class of men like Lord Selkirk, of large-hearted sympathy, to assist the settlers in a new land with the means of comfort and enlightenment. Numerous state-

ments may be found in the works of his friends, that he lived before his time—lived fifty years too soon. No not fifty years too soon! It is true he suffered a wearisome persecution. It is true he may have had heart-burnings at the baseless charges hurled at him before the British public, whose opinion he valued as a high-minded and sensitive man. But that he broke down single-handed a system of terrorism in the heart of North America; that he established a thriving colony; the good he did; the vision he cherished; and the untainted and resolute soul he bore—these are his reward.

Abridged from Prof. Bryce's "Manitoba."

NOTES.

The Celtic race was one of the earliest to migrate from Asia into Europe. The Celts occupied France and the whole of the British Islands within historic times. There is still a large admixture of the Celtic element in the French people; in Britain their modern descendants are the people of Wales, of the Highlands of Scotland, and of certain districts in Ireland. In Scotland and Ireland the Gaelic is the mother tongue of the Celts; the Welsh have a Celtic dialect of their own.

The Hudson's Bay Company with its head quarters in London, England, based its claim to the Red River country on a charter granted by Charles II. to certain 'merchan adventurers.' The North-west Company had its head-quarters in Montreal and was made up chiefly of Canadian merchants and adventurers. The former carried on its trade by way of Hudson's Bay, the latter by way of the Ottawa and the great lakes, using canoes and crossing from Lake Superior to Red River by way of Rainy River, Lake of the Woods and Winnipeg River. The companies came into conflict in the interior as early as 1774, and the bitter and bloody feud lasted till 1821, when they were amalgamated. The Hudson's Bay Company always treated Lord Selkirk's colony with consideration, and after 1821 the settlers were entirely unmolested by the fur-traders.

QUESTIONS.—1. Where is Kircudbrightshire? 2 How did the families of Douglas Marr, and Angus become prominent in Scottish history? 3. Where is York Factory, and what is here meant by a "factory?" 4. Describe in detail the canoe route from Montreal to Red River? 5. What is meant by the Canadian North-west? 6. Where is the city of Winnipeg situated?

EXERCISE.—1. Give the Latin roots of the following words: *Society, colony, province, patriot, survived, emigrants, expedition, hostility, refugees, persistent, peninsula.*

THE SOLDIER'S DREAM.

1. Our bugles sang truce—for the night-cloud had lower'd,
And the sentinel stars set their watch in the sky;
And thousands had sunk on the ground overpower'd,
The weary to sleep, and the wounded to die.

2. When reposing that night on my pallet of straw,
By the wolf-scaring fagot that guarded the slain,
At the dead of the night a sweet vision I saw;
And thrice ere the morning I dreamt it again.

3. Methought from the battle-field's dreadful array,
Far, far I had roam'd on a desolate track
Till Autumn—and sunshine arose on the way
To the house of my fathers, that welcomed me back.

4. I flew to the pleasant fields, travers'd so oft
In life's morning march, when my bosom was young;
I heard my own mountain-goats bleating aloft,

And knew the sweet strain that the
corn-reapers sung.

5. Then pledged we the wine-cup, and fondly I
swore
From my home and my weeping friends
never to part;
My little ones kiss'd me a thousand times
o'er,
And my wife sobbed aloud in her ful-
ness of heart.

6. "Stay—stay with us!—rest! thou art weary
and worn!"
(And fain was their war-broken soldier
to stay;)
But sorrow return'd with the dawning of
morn,
And the voice in my dreaming ear melted
away!

Campbell.

DIRECTIONS AND CAUTIONS FOR READING.

Guard carefully against verse accent. The accent comes, with some exceptions, on every third syllable. In the first line it comes on *bu* in *bugles*, on *truce*, *night*, and *low*. A slight pause on the accented word, and, when practicable, on the *unaccented* word, as *sang* and *cloud*, followed by another pause, will prevent this tendency. Again, if *sentinel stars* and *set their watch* be read in equal time and with almost equal emphasis the defect will be prevented.

Avoid dropping the voice at the end of every line; also avoid ending each last line with a rising inflection. Give a falling inflection at the end of the line when it completes a thought and does not refer to the next line. Mark the distinction between *dropping* the voice and giving a falling inflection.

THE GREATNESS OF ENGLAND.

Accum'ulated, heaped up.
Applica'tion, employment.
Cap'ital, the money for carrying on business.
Crea ture, a thing made.
Despite , a stronger form for *spite*.
Degen eracy, becoming weak or base.
Extract'ed, taken out.
Emplo 'ed, made use of.
Geogra phical, on the earth's surface.
Inven tions, contrivances for increasing the productiveness of labor.
Indefat igable, that cannot be wearied out.
Indus trial, requiring labor.
Integ rity, wholeness, uprightness.
Preserv'ed, saved.
Pre-em'inence, foremost position.
Tit'le, a claim.

1. We rest in the confident belief that England, in despite of her burdens and her disadvantages, will maintain her commercial pre-eminence among the nations of the world, provided only she can also maintain, or rather also elevate, the moral and spiritual life of her own children within her borders. Her material greatness has grown out of the power and integrity of individual character. It is well to talk of our geographical position; but this does not alone make a nation great in industrial pursuits. 2. There is our mineral wealth: not probably so much greater than that of other lands, as earlier extracted and employed; and whence proceeded that earlier extraction and application? There is our capital, the fruit of our accumulated industry: why does this exceed the capital of other nations, but because there was *more* industry, and therefore more accumulation? 3. There are our inventions: they did not fall upon us from the clouds like the Ancilia of Rome; they are the index and

the fruit of powerful and indefatigable thought applied to their subject-matter. It is in the creature MAN, such as God has made him in this island, that the moving cause of the commerical pre-eminence of the country is to be found; and his title to that pre-eminence is secure, if he can in himself but be preserved, or even rescued from degeneracy.

W. E. Gladstone

NOTE.

Mr. Gladstone, in this pa sage, dwells upon the truth that even wealth and commerce depend upon the moral and spiritual condition of a nation.

The *Ancilé* was a sacred shield, said to have fallen from heaven in the reign of Numa, one of the early kings of Rome. The priests declared that the Roman State would continue so long as this shield remained in Rome. Numa accordingly ordered eleven shields (ancilia) exactly like it to be made, so that any person attempting to steal the true shield might not know which it was.

QUESTIONS.—1. What is the confident belief here mentioned? 2. On what does England's power of maintaining her commercial pre-eminence depend? 3. Out of what has her material greatness grown? 4. Why was the mineral wealth of England developed earlier than that of other countries? 5. What is the moving cause of England's commercial pre-eminence? 6. How c n the title to that pre-eminence be made secure?

EXERCISES.—1. Explain: (1) Commercial pre-eminence among the nations. (2) Material greatness. (3) Integrity of individual character. (4) Capital, the fruit of accumulated industry. (5) Thought applied to their subject-matter. (6) Preserved or rescued from degeneracy.

2. Trace the following words to their Latin origin, and form other words from the same roots: *Confident, commercial, individual, probably, extraction, application, creature, secure, preserved.*

3. Parse the italicized words in: (1) *Provided only* she *can* also *maintain.* (2) *It is well to talk.* (3) As *earlier extracted.* (4) *Fruit* of our industry. (5) It is in the creature *man.* (6) The moving cause is *to be found.*

THE SILENT SEARCHERS.

1. When the darkness of night has fallen,
And the birds are fast asleep,
An army of silent searchers
From the dusky shadows creep;
And over the quiet meadows
Or amid the waving trees,
They wander about with their tiny lamps
That flash in the evening breeze.

2. And this army of silent searchers,
Each with his flickering light,
Wanders about till the morning
Has driven away the night.
What treasures they may be seeking
No man upon earth can know;
Perhaps 'tis the home of the fairies
Who lived in the long ago.

3. For an ancient legend tells us
That once, when the fairy king
Had summoned his merry minstrels
At the royal feast to sing,
The moon, high over the tree tops,
With the stars refused to shine,
And an army with tiny torches
Was called from the oak and pine.

4. And when, by the imps of darkness,
The fairies were chased away,

The army began its searching
At the close of a dreary day;
Through all the years that have followed
The seekers have searched the night,
Piercing the gloom of the hours
With the flash of the magic light.

5. Would you see the magical army?
Then come to the porch with me!
Yonder among the hedges
And near to the maple tree,
Over the fields of clover
And down in the river-damp,
The fire-flies search till the morning,
Each with his flickering lamp.

Henry Ripley Dorr.

DIRECTIONS AND CAUTIONS FOR READING.

Read the first two stanzas quietly.

VERSE 1.—Line 3: Emphasise *silent searchers.* Lower the voice slightly in the 4th line but raise it on *creep.* 7th line begin the reading lower, dwell on *wander;* give a rising inflection to *lamps*; and in line 8 emphasise *flash.*

VERSE 2.—Read the 6th line with a little greater emphasis, and on the last line prolong slightly *long ago.*

VERSE 3.—Line 2: Lower the pitch slightly from *when the fairy* to *king.* Lines 5 and 6: Give some emphasis to *moon, stars,* and especially to *refused to shine.* Lines 7 and 8 read *army with tiny torches* with force.

VERSE 4.—Read the 3rd line with greater force than the two preceding lines. Read similarly the 6th line. Emphasise *piercing* in the 7th line, and *flash* and *magic* in the 8th.

VERSE 5.—Line 1: Emphasise *see* and with less force *magical.* Line 2: Emphasise *porch.* In line 3 from *among* to *river-damp* depress the voice and read faster all the intervening words; then in line 7, emphasise *fire-flies, search,* and with less force *morning.* In line 8 read the last two words slower and with force.

APPENDIX A.

BIOGRAPHICAL NOTICE OF AUTHORS.

Addison, Joseph, was born in Wilts, and educated at the Charterhouse and at Magdalen College, Oxford (M.A. 1693). His first prose work, the "Dialogues on Medals," was composed on the Continent; so too was his poetical epistle to Montague. The "Campaign" (1704) was closely followed by "Remarks on Several Parts of Italy." The opera of "Rosamond" appeared in 1707. But his fame rests on his periodical papers, chiefly on those contributed to the *Spectator* (1711–2 and 1714), in a less degree on his contributions to the *Tatler* (1709–11), and the *Guardian* (1713). Besides political pamphlets, he wrote also some purely political papers in the *Freeholder* (1715–6). "Cato," a tragedy, was 'the delight and admiration of the town' in 1713 and "The Drummer," a comedy, was acted in 1715. He died in 1719.

Anonymous Poem.—The author of the "Lines on a Skeleton," on page 287. has never been discovered. They were found in 1822 by the curator of the Museum of the Royal College of Surgeons attached to one of the skeletons, and were published first in the London *Morning Chronicle*, the editor of which vainly offered a reward of fifty guineas for the discovery of the writer.

Byron, George Gordon, Lord, was one of the great masters of the use of the English language in the art of versification. He was born in London in 1788, but spent part of his childhood in Aberdeen with his mother, a separation between her and his father having previously taken place. At the age of eleven he succeeded to the title of his grand-uncle, which was accompanied by the family estate of Newstead Abbey. In 1807 he published a volume of minor poems under the title of "Hours of Idleness," which was severely criticised in the *Edinburgh Review*. He replied to the critique some months afterwards in his "English Bards and Scotch Reviewers," which brought him at once into notice. After spending some time in travel he published the first two cantos of his "Childe Harold's Pilgrimage," His unhappy marriage and subsequent separation from his wife brought him into public odium, and he left England intending never to return. He again spent some time in travelling through Europe, and took up his abode in Italy, where he wrote many of his poems, including the third and fourth cantos of "Childe Harold," "The Corsair," "The Bride of Abydos," "Parisina," "Beppo," "Mazeppa," "Manfred," "Cain," and "Don Juan." Near the close of 1723 he went to Greece to assist the insurgents with money and personal services, but he caught a fever and died at Missolonghi early in 1824.

Browning, Robert, is one of the most eminent English poets of the 19th century. He was born near London in 1812, and either received or acquired for himself a liberal education. He married in 1846 Elizabeth Barrett, who, under the name of Elizabeth Barrett Browning, is one of the noted poets of the same period. Mr. Browning possesses considerable dramatic power, and one of his dramas, "Strafford," held a place for some time on the stage. His "dramatic lyrics" are the best known of his works; two of these are especially popular—"The Pied Piper of Hamelin" and "How they brought the Good News from Ghent to Aix."

Carlyle, Thomas, was a native of Ecclefechan, Scotland, where he was born in 1795. After spending a few years in teaching he devoted himself to literary work, his most important productions being the result of his close study of German literature, which he was the first to make familiar to English readers. His most famous work was his history of "The French Revolution," and his most important, his "History of Frederick the Great." He died in 1881, leaving an autobiography and other remains which have since been published.

Cowper, William, was one of the most eminent poets of the eighteenth century, and by his writings did much towards paving the way for the revival of English Literature which followed the French Revolution. He was born in 1731 in the higher rank of English middle life, his father being chaplain to George II and his uncle Lord Chancellor. The poet was fragile in bodily health, and so sensitive in disposition that he became subject to spells of morbid melancholy. He studied law, but never entered into practice. While residing with Mrs. Unwin at Olney he composed many hymns which have long been deservedly popular. His humorous ballad entitled "John Gilpin" first brought him into public notice as a poet, but his fame rests most firmly on "The Task," a poem in blank verse, in the course of which he comments on social and political events, and furnishes many charming descriptions of natural scenery. One of his more important works was a translation of Homer's 'Iliad" into blank verse. Towards the end of his life he again fell into a state of despondency, which left his mind clouded to the last. His death took place in 1800.

Chaucer, Geoffrey, has been very appropriately called the "Father of English Poetry." Previous to his time it seemed doubtful whether French, or Latin, or English would ultimately become the literary language of England, but he settled the question in favour of the last. His "Canterbury Tales" is the first great English poem of any kind, and it is by its intrinsic excellence entitled to a place amongst the greatest poems the language can boast of. Chaucer was, like so many other English poets, a busy man of the world. Born in London in 1328 he received a good education, and afterwards served with some distinction in the French wars of Edward III. He was also successful as a courtier and diplomatist, but in the reign of Richard II. he fell into disgrace on account of his having embraced the doctrines of Wycliffe. His restoration was purchased by his own recantation and the betrayal of his associates. He died in 1400, and was the first of the long line of famous men whose ashes repose in the Poets' corner of Westminster Abbey.

Campbell, Thomas, was the son of a Glasgow merchant. He was born in 1777, and was educated at the University in his native city, where he was distinguished for his knowledge of Greek. In 1799 he published his "Pleasures of Hope," which won him both popularity and the means of travelling. On his return from abroad he pursued literature as a profession, first in Edinburgh and afterwards in London. His longer poems, such as "Gertrude of Wyoming" and "The Pleasures of Hope," are still popular, but not so much so as his beautiful lyrics, which are amongst the finest in the language. Campbell died at Boulogne in 1844.

Dickens, Charles, a distinguished English novelist. He was born in 1812, and after spending some time as a lawyer's clerk and a reporter for the London journals, he commenced his literary career with his "Sketches by Boz." These were followed by the "Pickwick Papers," "Nicholas Nickleby," "Oliver Twist" and other fictions which fully established his reputation. After a trip to America, in 1841, he produced a number of other works, including "David Copperfield," and "The Mystery of Edwin Drood," which was left unfinished at his sudden death, in 1870.

Disraeli, Benjamin, an English statesman, orator, and novelist, was born at London of Jewish extraction, in 1805. After obtaining a legal education he commenced in 1826 to contribute to political journals, and in 1828 published his first novel, "Vivian Grey." This was followed at brief intervals by a number of others, including "Coningsby," "The Sybil," and "Tancred." He became a member of the House of Commons in 1837, and his first speech in Parliament is said to have been a ridiculous failure, but he ultimately won a high position as a parliamentary debater. He was for many years the most prominent member of the Conservative party and an active politician. Towards the latter part of his career he published two additional novels, "Lothair" and "Endymion." He died in 1881, having some time before been raised to the peerage as Lord Beaconsfield.

Gray, Thomas, was the son of a scrivener, and was born in London in 1716. He studied law, but eventually became Professor of Modern History in the University of Cambridge. His most popular piece is "The Elegy in a Country Churchyard," from which the stanzas on page 256 of the Fourth Reader are taken. He died in 1771.

Gladstone, William Ewart, is one of the most noted statesman England ever produced, and is at the same time a distinguished orator and author. He was born in Liverpool in 1809, and after receiving a public school training at Eton he passed and graduated at Oxford with the honor of standing first, in his year, in both classics and mathematics. He left the University at the age of 22, and in the following year was elected to the House of Commons as a Conservative, but he gradually drifted towards the Liberals and has been for many years the leader of that party. In spite of his busy political life Mr. Gladstone has found time to devote to literature. He has written many brief political treatises, some of which had a great effect in their day in arousing public opinion, while all of them bear the stamp of genius, as his sp eches also do. H.s chief literary work is the "Juventus Mundi," a treatise on the gods and men of the heroic age. Mr. Gladstone has written poetry, but to no great extent. One of his best efforts in this line is a singularly felicitous Latin rendering of the well-known hymn, "Rock of Ages," in which he has preserved the form and rhythm as well as the spirit of the original.

Hemans, Felicia Dorothea, an eminent English poet, was born in Liverpool in 1794. She spent her childhood in the solitary companionship of her mother, Mrs. Browne, in North Wales. At the age of eighteen she was married to Captain Hemans, who, after a few years, fell a victim to ill-health. Left with a young family of five to bring up, Mrs. Hemans still found time to learn several foreign languages and do a great deal of original writing. She died at Dublin in 1835. Some of her minor poems are amongst the finest and most popular in the language.

Hunt, Leigh, an English poet and essayist, was born in 1784. While associate editor of the *Examiner* he was condemned to imprisonment for libelling the Prince Regent, afterwards George IV. This penalty made him popular for a time, but he failed to maintain himself in public favour. Amongst his voluminous writings are many beautiful minor pieces. He died in 1858.

Longfellow, Henry Wadsworth, was born in Portland, Maine, in 1807. He was for twenty years a professor in Harvard College, Cambridge. He wrote "Hyperion," a romance, in 1839 and "Kavanagh," another prose work, in 1848. The first collection of his poems was published in 1839, entitled, "Voices of the Night." His "Ballads and other Poems" followed in 1841; "The Spanish Student," a play, in 1843; "Poems on Slavery,' in 1844· "The Belfry of Bruges, and other Poems," in 1845; "Evangeline, a Tale of Acadie," in 1847; "The Sea and Fireside," in 1849; "The Golden Legend," in 1851; "Hiawatha," in 1855; "Tales of a Wayside Inn," in 1863; "Flower de Luce," in 1866; "The Divine Comedy of Dante Alighieri," translated: 3 vols., in 1867; "The New England Tragedies," in 1868; and a complete edition of his "Poetical Works," in 1869. In 1845 he published "The Poets and Poetry of Europe," the most complete and satisfactory work of the kind that has ever appeared in any language. The high finish, gracefulness, and vivid beauty of his style, and the moral purity and earnest humanity portrayed in his verse, excite the sympathy and reach the heart of the public. He died in 1882.

Lowell, James Russell, an American poet and humorist, was born at Boston in 1809. He succeeded Longfellow as professor of modern languages and literature in Harvard, and was for some years editor of the *Atlantic Monthly* and *North American Review*. His most famous work is "The Biglow Papers." In 1880 he was appointed United States Minister to Great Britain.

Moore, Thomas, the most popular of Irish poets, was born in Dublin in 1779. His minor poems are his best, but he wrote one of considerable length, "Lalla Rookh." His Irish melodies have retained their popularity undiminished, and deservedly so. Moore died in 1852.

Milton, John, is the greatest epic poet of England, and one of the greatest epic poets the world has ever produced. He was the son of a London scrivener and was born in 1608. He inherited from his father a taste for music and received from him an excellent education. He was intended for a learned profession, but never devoted himself to one, and early in life commenced the writing of poetry. His celebrated "Hymn on the Nativity of Christ" was written when he was just twenty-one. His "Comus," "L'Allegro," "Il Penseroso," and "Lycidas," all of surpassing excellence, were composed while he resided, still a young man, at his father's country home in Buckinghamshire. After some time spent in travelling, chiefly in Italy where he met Galileo, he returned to England and took the popular side in the struggle between Charles I. and his Parliament. His pen was an effective and ready weapon of both defence and offence on that side, and he was equally ready to demolish an English Royalist in his mother tongue or a continental pamphleteer in classical Latin. Much of his prose writing of this period is unworthy of him, but some of it has a permanent literary and political value. He held for a time the position of secretary to Oliver Cromwell, for which position his liberal instincts and his knowledge of Latin eminently fitted him. After the restoration of the Stuarts he devoted himself, in comparative obscurity and growing blindness, to the production of his greatest literary works, "Paradise Lost," "Paradise Regained," and "Samson Agonistes." The first ranks with the "Iliad" and the "Æneid" as one of the great trio of epics which have never been equalled by any others. The second is admittedly inferior as an epic, but the "Samson Agonistes" is one of his most perfect productions. It is a drama of the ancient Greek form, and in it is breathed forth the gloomy grandeur of Milton's later mental condition. He died in 1674.

Miller, Hugh, was a distinguished writer and geologist. He was born in Cromarty, in the north of Scotland, in 1802. At the age of sixteen he was apprenticed to the occupation of stone-mason; and he worked at this business from that time till he was thirty-three. In the year 1840 he bec me editor of the Edinburgh *Witness*; and in the course of that year he published a work which at once made him widely famous—"The Old Red Sandstone; or New Walks in an Old Field." The book not only contained wonderful discoveries, but was written in a clear, beautiful, and polished style. After a life of hard literary labor, he died near Edinburgh in the year 1856. Besides several works on geology, he is the author of "My Schools and School-masters; or The Story of my Education."

Scott, Sir Walter, a great novelist and poet. He was born in Edinburgh in 1771, and was the son of a lawyer. Part of his childhood was spent near Melrose, in the Border district, where he acquired a fondness for the traditions of that locality. His first literary efforts were translations from the German, but his first work of importance was his "Border Minstrelsy." This was followed in 1805 by his "Lay of the Last Minstrel," in 1808 by "Marmion," and in 1812 by "The Lady of the Lake." He wrote several other romantic poems of the same class, but these are the best and the most popular. In 1814 appeared his first prose romance, "Waverley," and this was only one of a series of twenty-four which he produced with great rapidity, and which still bear the title, "Waverley Novels." He died in 1832, after performing a great deal of other literary work, his death having been hastened by financial troubles.

Shakespeare, William, the greatest dramatist of any age or country, was born at Stratford-on-Avon in England in 1564. Although he was a prominent man even in his own day, comparatively little is known about his life. He was born in a humble sphere, and before he was nineteen he had married Anne Hathaway, who was some years his senior. At twenty-two he was a resident of London and engaged in theatrical work there, but how he came to seek a living this way is not known. He began his theatrical life as an actor, in which profession he acquired a good deal of prominence, and, according to the custom of the time, he was also extensively employed as a playwright, that is, in adapting old plays to the stage in his own theatre. In company with Greene, Marlowe, and Burbage—the last an actor only—he was for some time a prominent member of the Earl of Leicester's dramatic company at the 'Blackfriars' Theatre,' for the stage of which he produced many of his early plays, including "Henry VI." "The Comedy of Errors," and "The Two Gentlemen of Verona." In 1593 and following years he published his poems, "Venus and Adonis," "Rape of Lucrece," and "Sonnets." The money he had made by the exercise of his literary and histrionic talents he invested in the new "Globe Theatre," of which he became part proprietor and for which the rest of his plays were written. The production of these extended over many years and they embrace a wide range of subject and treatment, from the most laughable of comedy to the deepest of tragedy. During this period were produced most of those plays of his that are still frequently acted, such as, "Hamlet," "Othello," "Julius Cæsar," "Macbeth," "Richard III.," &c. He wrote in all thirty-five complete plays, and assisted in the production of several others that are still extant. He retired from professional life with an ample competence at the comparatively early age of forty, and died at his Stratford residence at fifty-three. His plays were not published, except surreptitiously, during his life, and in the case of some of them it is now quite impossible to say even when they were written.

Taylor, Bayard, an American poet and traveller, was born in Pennsylvania in 1825. After learning the trade of a printer he spent some time in travelling through Europe and his account of his trip won him a good literary position. In 1846 he became attached to the staff of the New York *Tribune*, to which journal many of his sketches and poems were contributed. He died in 1878.

Tennyson, Alfred, one of the most noted English poets of the 19th century, was born in 1810. He displayed early a fondness for writing poetry, and published his first collection of pieces in 1830. Others appeared in 1832 and in 1842. In 1847 he published "The Princess." His best known poems are "In Memoriam" and "The Idyls of the King." His later works are "Queen Mary," "Harold," "The Falcon," and "The Cup," all dramatic in form. He has held the position of Poet Laureate since 1850, and in that capacity wrote "The Charge of the Light Brigade," and many other patriotic and loyal pieces.

Whittier, John Greenleaf, one of the most eminent poets of the United States, where he takes rank with Longfellow in popular esteem. He is a member of the Society of Friends, and was born in 1807 in the State of Massachusetts. He spent some years in the work of journalism in his early life, but was drawn into the movement for the abolition of slavery, which he powerfully aided by his pen. His poems are characterized by graceful diction, pleasing fancy, absolute purity, and a deep sympathy for his fellowmen.

Moodie, Mrs. Susannah, was born in England in 1803 and had won some celebrity as a writer before her removal to Canada, in 1831. Her husband was for some time sheriff of Hastings.

Punshon, Rev. William Morley, was born in 1824 in England, where he became one of the most eloquent divines of the Methodist communion. In 1868 he came to Canada and spent here the next five years, returning in 1873 to England, where he died.

Dawson, John William, L.L.D., was born in 1820 at Pictou, Nova Scotia, and was educated there and at the University of Edinburgh. In 1850 he was appointed Superintendent of Education for Nova Scotia and in 1855 became Principal of McGill University, Montreal.

McGee, Thomas D'Arcy, was born in Ireland in 1824. He joined the "Young Ireland" party, and after the uprising of 1848 had to take refuge in the United States. He migrated to Canada in 1857, taking up his residence in Montreal, and was elected soon afterwards a member of Parliament. His public career was cut short by assassination in 1868.

Wilson, Daniel, LL.D., was born at Edinburgh in 1816. He was educated at the University of his native city and early devoted himself to literature. In 1853 he was appointed Professor of History and English Literature in University College, Toronto, and in 1880 was made President of the same institution. His best known work is his "Prehistoric Man," published in 1863.

Lynch, John Joseph, D. D., was born in County Monaghan, Ireland. He was educated partly in Dublin and partly in Paris. After being engaged for some years in teaching in his native country and the United States, he was in 1859 appointed coadjutor Roman Catholic Bishop of Toronto. In the following year he became Bishop, and in 1870 was created Archbishop.

Grant, George Munroe, D.D., was born in Nova Scotia in 1835. After receiving his preliminary training in his native place he took a complete arts and divinity course in Glasgow university, and in 1861 returned to Nova Scotia to enter the ministry of the Presbyterian church. He was for fifteen years the pastor of a Halifax congregation and during that period took an active part in educational work. He resigned this position to become Principal of Queen's college, Kingston.

Ryerson, Adolphus Egerton, D.D., was born in the county of Norfolk, Ontario, in 1803. He belonged to a U. E. Loyalist family, his father having been a soldier during the revolutionary war. He received his early education at the Hamilton grammar school, and in 1825 entered the ministry of the Methodist church. In 1844 he became Chief Superintendent of Education for Upper Canada, and this position he filled until his resignation in 1876. His death took place in 1882. Dr. Ryerson wrote a great deal but most of his writings had reference to educational subjects. His chief work is a history of "The Loyalists of America."

Frechette, Louis Honore, was born at Levis, Quebec, in 1839 and received his education at Nicolet College He was called to the Bar in 1864, but has devoted most of his time to literature and journalism. In 1879 he received the distinguished honor of being laureated by the French Academy for his literary merit.

Sangster, Charles, was born in Kingston in 1822. His early life was passed amidst poverty, which prevented him from obtaining the advantages of a liberal education, but he has done much by perseverance to overcome this difficulty. His most important poem is 'The St. Lawrence and the Saguenay.'

APPENDIX B

ETYMOLOGY.

ENGLISH OR TEUTONIC PREFIXES.

A (a broken-down form of *an*) = at, to, on, in....Afoot, aboard, ashore, astern, afield, abed. It is also found in composition with adjectives, as *alive, aweary. Ago* is a pared-down form of *agone.*

Be....A particle which has three functions: (1) It makes transitive verbs out of intransitive, as befal, bemoan, bewail; (2) It makes verbs out of adjectives or nouns, as bedew, befriend, bedim, benumb; (3) It strengthens transitive verbs, as bespatter, bedazzle. It is also used with French words, as *betray, besiege* (= to take a seat in front of), *becalm.*

Fore, before....Foretell, &c.

Mis (connected with the verb *miss* and the O. E. noun *mis*, evil)....Misspell, misgive, mistrust.

To, this....To-day, to-night.

Un = not. The corresponding Latin negative prefix is *in*....Unrest, undress; unwise, untrue; unbind, undo. But it is also joined to words of Latin origin, as in *unable, uncourteous, umpire* (= *un* and *pair.* An *umpire* is a person who makes the two sides *uneven* by giving his vote in favor of *one.* From Lat. *par*, equal).

With, against or away (a short form of the O. E. *wider*, against)....Withdraw (a *drawing-room* is a *withdrawing-room*), withstand, withhold.

ENGLISH OR TEUTONIC SUFFIXES.

Ard or art (from *hard*), much given to, accustomed to....Dullard, drunkard; laggard, dotard (a man given to *doting*), braggart, dastard (connected with *daze*). It is used also with Latin and French words, as in *standard* (from *extendo*, I stretch out or display), *coward* (from Lat. *cauda*, a tail; a dog that runs off with his *tail* between his legs).

Dom, sway, place of rule, or condition....Kingdom, christendom, heathendom (Tennyson has *heathenesse*), earldom, thraldom (the condition of being a *thrall* or slave); freedom, wisdom (from *wise*). It also combines with the Greek word *martyr*, a witness, in *martyrdom.*

El, or le, or l, a diminutive or combinative....Dabble, (*dab*); dazzle (*daze*); dribble (*drop*); drawl (*draw*); draggle (*drag*); dwindle (*dwinan*, to fade away); gamble (*game*; the *b* is a cushion between the two liquids *m* and *l*); grapple (*grab*, or *grip*, or *grasp*, formerly *graps*); kneel (= to keep on the *knee*); nestle; snivel (*sniff*); straddle (*stride*); swaddle (*swathe*); throttle (*throat*); trundle (*turn*); wrestle (*wrest* or *wrist*): waddle (*wadan*, to go).

En = to make....Blacken, whiten, fatten, sweeten, slacken. From nouns: Strengthen, lengthen, frighten.

En = made of....Wooden, golden, linen (from O. E. *lin*, flax), heathen (a dweller on the heath), green (from *grow*).

Er, a diminutive....Batter (*beat*); fritter (*fret*, which in O. E. means to *eat*); flitter, flutter (*flit*); glimmer (*gleam*); glitter (*glow*); patter (*pat*); sputter (*spit*); wander (*wend*).

Hood (from O. E. *had*), a condition....Manhood, wifehood, childhood, boyhood, livelihood, hardihood. It also makes collective nouns, as in brotherhood, sisterhood. The same word is found in the form *head* in *godhead.*

Kin, a diminutive....Lambkin, manikin, bumpkin, pipkin (= a little 'pipe'—of wine). It combines largely with proper names. Thus we have Wilkins (= Wilkin's son, the son of little Will); Perkins (=Peterkin's son); Hawkins (the son of little *Hal* or *Harry*); Simpkins (from *Simon*); Hodgkins (from *Hodge* or *Roger*).

Ling, a double diminutive = el + ing....Duckling, gosling, stripling (from *strip*), worldling : darling (= dear + el + ing) ; starveling, hireling.

Ly, a broken-down form of *like*....Godly, heavenly, earthly.

M makes nouns out of verbs....Bloom (from *blow*) ; seam (*sew*) ; qualm (*quail* and *quell*).

Ness (a form of the word *nose*) makes abstract nouns out of adjectives....Goodness, redness ; witness (from the verb *witan*, to know).

Ock, a diminutive....Bullock, hillock, ruddock (from *ruddy*—the robin-redbreast), pinnock (the tomtit).

Ship (a form of *shape*), condition....Lordship, friendship, scholarship, worship (= worthship) ; hardship. It is found also in the form of *scape* in *landscape* (which Milton writes *landskip*. Compare *skipper* and *shipper*). With a Latin word, *relationship*.

Some, given to. It makes an adjective out of a verb or noun....Winsome, tiresome, quarrelsome ; buxom (from *bugan*, to bend or yield ; from which also come *bow* and *bough*. *Buxom* in the fourteenth century meant *obedient*).

Ster, an agent....Gamester, punster, tapster. It was originally a feminine suffix ; and thus we had in O. E. baker, baester : spinner, spinster, brewer, brewster ; weaver, webster ; and others. Baxter, Webster, and Brewster are now only used as proper names. Dempster (from *doom*) was the old word for a judge. Its old function was forgotten when the French ending *esse* was added in *songstress* and *seamstress*.

Ward, inclining to....Northward, southward, backwards, forwards. A *froward* boy (one who turns from the right) is the opposite of a *toward* boy. Awkward comes from the O. E. *awk*, contrary, wrong.

Y makes an adjective out of a noun or verb....Bloody, dirty, greedy ; sticky, sundry (from *sunder ;* compare *several* and *sever*) ; weary (from *wear*).

LATIN PREFIXES.

A, ab, abs, from or away....Avert (*I turn away*) ; abjure (*I swear away*) ; abstract (*I take away*). One *b* is lost in *abridge*, which comes (through Fr.) from *abbreviare*, to make short.

Ad, to, takes the form of ac, af, ag, al, ap, ar, as, at....Adapt (*I fit to*) ; adore (*I pray to*) ; accumulate (*I heap to*) ; affix (*I fix to*) ; aggravate (*I load on to*) ; alleviate (*I make lighter*) ; appeal (*I call to*) ; arrive (*I come to the bank*) ; assail (*I leap to or against* ; attend (*I stretch or listen to*).

Con, with, takes the forms of co, com, col, cor....Conduct (*I lead with*) ; coeval (*of the same age with*) ; compact (*a bargain with*) ; collate (*I compare with*) ; correct (*I make right with*). Co is found also with purely English words, as in *co-worker*.

Contra, against, takes the forms of contro and counter....Contradict (*I speak against*) ; controvert (*I turn against*) ; counterwork (*I work against*). So also, counterbalance and counterweight.

Dis, apart, takes the forms of di and de....Disarm (*I take the arms from*) ; dismember (*I take the limbs apart*) ; defer (*I put off*) ; depart (*I go away from*). It combines also with English words, as in *disown, dislike, disband, distrust*.

E or **ex**, out of, takes the form of ec and ef....Educe (*I lead or bring out*) ; exhale (*I breathe out*) ; expatriate (*I drive out of the patria or fatherland*) ; efface (*I wipe out*). After passing through Fr., the *es* is cut down to an *s*. Thus *sample* is a shortened form of *example* ; *scorch* of *excortico*, I take the bark off ; and *scourge* of *ex* and *corrigo*, I chastise thoroughly.

In, in or into, takes the forms of il, im, and ir....Invade (*I go into*) ; illusion (*a playing into*) ; imbibe (*I drink into*) ; impel (*I push into*) ; irrigate (*I run water into*). Through Fr. it becomes *en* or *em*, as in *endure, engage, embalm, embrace*.

In, a prefix meaning *not*, takes the forms of il, im, and ir....Insecure ; illiberal, illegal ; impious, improper, impolitic ; irregular, irrational.

Ob, against, takes the forms of oc, of, and op....Obey, through Fr. (*I put my ear against and listen*) ; occur (*I run up against*) ; offend (*I strike against*) ; oppose (*I place myself against*).

Per, through, takes the form of Pel....Perfect (*I do or make thoroughly*) ; perform (*I shape thoroughly* ; pellucid (*clear through and through*). In one word it becomes pil, *pilgrim* (from Ital; *pellegrino*—from Lat *peregrinus*, a wandering *through* the fields). Through Fr. it becomes pur in *pursue* (I follow thoroughly).

Pro, forth, on or before, takes the forms of pol and por....Promote (*I push on*) : proceed (*I go on*) ; pollute (lit. *to flow over*) ; portend (*I stretch forth and indicate*.

Re, back or again, becomes red before a vowel....Rebel (*I make war against*) ; reduce (*I bring back*) ; redeem (*I buy back* ; from *emo*). It combines also with English words : *rebuild, remind, reopen, reset.*

Sub, under, up from below, takes the forms of suc, suf, sug, sum, sup, sur, and sus....Subject (*I throw under*) ; succour (*I run under to help*) ; suffer (*I bear under*) ; suggest (*I bring to from under*) ; summon (*I call from below or secretly*) ; suppress (*I push under*) ; surrogate (*a person called from under to assist in an office*) ; suspend (*I hang under*). Combined with English words in *sublet*, etc.

Super, over, above, moreover, besides.

LATIN SUFFIXES.

Able, ible, and ble, from *ilis* capable of or fit for....Culpable (*blamable*) ; probable (*capable of being proved*) ; flexible (*bendable*). It combines also with English words in *teachable, eatable*, etc.

Age, from Late Lat, *agium* ; from Lat. *aticum*....Voyage (from *viaticum*) ; homage (from *homagium*) ; mirage (from Low Lat. *maritagium*). This suffix frequently combines with English words : *Tillage, bondage, windage, breakage*, etc.

An, ane, from Lat. *anus*, related to or connected with....Pagan (a man in a *pagus* or canton) ; publican (a man connected with the public taxes) ; humane (related to *homo*, man). Surgeon has been contracted from chirurgeon (from *chirurgianus*, a handicraftman) ; sexton from sacristan ; and mizen (mast) from Late Lat. *medianus* (middle).

Ance, ancy, ence, ency, from Lat. *antia* and *entia*, from abstract nouns.... Instance ; Infancy (the state of being an *infans*, a non speaker) ; indulgence ; decency. Found in combination with English words in *grievance, hindrance, forbearance, furtherance.*

Cle, cel, or sel, from the Lat. diminutive *culus* or *cellus*....Uncle (from *avunculus*, a little grandfather) ; carbuncle (literally, a small live coal, from *carbo*, a coal).

El, le, or l, from Lat. *ula*, or *ulum*....Angle (a little corner) ; buckle (a little cheek from the minature face which was generally placed in front of the tongue of the buckle) ; castle (*castellum*, a little *castrum* or fort).

Er, eer, or, from Lat. *arius*, a person with functions....Archer (*arcuarius*, a bowman, from *arcus*, a bow) ; usher, a doorkeeper (from *ostiarius* ; from *ostium*, a door) ; councillor.

Ice, from Lat. *itia*, a mark of an abstract nonn....Avarice, justice ; service (from *servitium*) : solace (from *solatium*).

Ile, or il, from *ilis*, capable of or fit for....Fragile (*reakable*, contracted through Fr, into *frail*) ; able (from *habilis*, capable of having or holding) ; agile (*fit to act*)

In, ine, from *inus*, with the same meaning as the last. Divine (related to the *divi*, the gods) ; saline (from *sal, salt*) ; marine (related to *mare*, the sea) : canine (related to *canis*, a dog).

Ion, tion, or sion, from Lat. *ionem, tionem* or *sionem*, forms abstract nouns ....Opinion ; commendation ; occasion. * Several of these words have doublets, by having passed through Fr. Thus *potion* has *poison* ; *tradi*

tion, treason ; redemption, ransom ; benediction, benison ; malediction, malison ; oration, orison ; ration, reason ; faction, fashion ; lection, lesson.

Ment, from Lat. *mentum*, which denotes an act or instrument....Ornament (from *orno*, I deck); instrument (from *instruo*, I build up) ; experiment (from *experior*, I try). Combined with English words in *bewitchment, fulfilment, ndearment, atonement* (the bringing together into one, = at one, of two estranged persons), *wonderment*. We also find in older English, *oddments, needments, eggement* (=*egging on*).

Or or **er**, from Lat. *or*, a personal ending....Doctor (from *doc-eo*, I teach) ; governor (from *guberno*, I steer) ; compiler.

Ose or **ous**, from Lat. *osus*, full of....Jocose (full of *joci*, jokes) ; verbose (full of *verba*, words) ; famous (full of *fama*, fame) ; glorious (full of *gloria*, glory). Righteous is a false spelling of the O. E. *rihtwis*.

LATIN ROOTS.

Ago (amat-um), I drive or do....Act, action ; agile, agility ; agent, agency ; (combined with *con*) coagulate, cogent.

Amo (act-um), I love ; amicus, a lover or friend....Amateur (through Fr.) ; amatory ; amicable, amiable ; amity ; (combined with *in*, not) inimical, enmity.

Annus, a circle or year....Annual, annals, anniversary ; annuity ; (combined with *bis*, twice) biennial ; (with *mille*, a thousand) millennium ; (with *super*, over) superannuate.

Apto (aptat-um), I fit....Adapt, adaptation, aptitude, ineptitude.

Cado (cas-um), I fall....Cadence ; case, casual ; (combined with *ad*, to accident ; (with *in*, on) incident ; (with *con*, together, and *in*, into) coincide ; (with *de*, down) deciduous ; (with *ob*, against) occasion.

Cædo (cæs-um), I cut or kill....Cæsura (a cutting in verse) ; (combined with *con*) concise ; (with *de*, down) decide, decisive ; (with *rex, reg-is*, a king) regicide ; (with *sui*, of one's self) suicide.

Cano (cant-um), I sing....Cant ; (through Fr.) chant, chanticleer, enchant ; (combined with *ad*, to) accent ; canto (through It.) ; (combined with *re*, back or again) recant ; incantation.

Cap o (capt-um), I take or seize....Capable, capability, capacious, capacity ; captive, (through Fr.) caitiff ; combined with *ad*, to) accept ; (with *ante*, before) anticipate ; (with *ex*, out of) except ; (with *re*, back) recipient, receptive ; (through Fr.) conceive, receive, etc.

Caput (capit-is), the head....Cap, cape (a headland), capital, capitation, captain ; (combined with *de*, from decapitate ; (with *præ*, in front) precipitate ; (with *re*) recapitulate ; (through Fr.) chapter, chaplain, chaplet ; chief, chieftain.

Cavus, hollow....Cavity, concave, cave, excavate.

Cedo (cess-um), I go or yield....Cede, cession ; (combined with *ad*, to) accede, accession ; (with *con*) concede, concession ; (with *præ*, before) precede, precedence ; (with *re*) recede ; (with *se*, apart) secede, secession ; (with *sub*, under or after) succeed, success, succession.

Celeber, famous....Celebrate, celebrated.

Centum, a hundred....Century, cent, centurion, centipede, centenary, centigrade, centennial, centuple.

Claudo (claus-um), I shut....Clause ; (with *con*) conclude, conclusion, (with *ex*) exclude, exclusion ; (with *se*, apart) seclude, seclusion ; (through Fr.) close, closet ; disclose, disclosure.

Clino (used chiefly with prefixes *de, in, re*), I bend....Incline, decline, recline.

Cognosco (cognit-um), I know....Cognition, recognize, recognition.

Colo (cult-um), I till or cultivate....Colony, colonial, colonist ; (with *ager, agri*, a field) agriculture, agricultural, agriculturist ; (with *hortus*, a garden) horticulture, horticultural ; (with *flos, flor-is*, a flower) floriculture.

Cor (cord-is), the heart....Cordial, accord, discord, concord, concordance.
Credo (credit-um), I believe....Credible, credit, discredit, accredit, creditable, credence, credulous, creditor, credulity.
Creo (creat-um), I make....Create, creation, recreation, creature, creator.
Cura, care ...Cure (of souls), curate, curacy, curious (lit. *full of care*); (with *ad*) accurate ; (with *pro*, for) procure, procuracy (shortened into *proxy*); (with *se*) secure. security ; (through Fr.) sure, surety. (Thus *sure* and *surety* are doublets of *secure* and *security*).
Curro (curs-um), I run ...Current, currency, curricle, curriculum ; cursory; (with *in*, against) incur, incursion ; (with *ob* against) occur, occurrence ; (with *re*) recur, recurrence ; (with *ex*, out of) excursion, excursive. Through Fr. : Course concourse, discourse ; succor.
Dico (dict-um), I say or speak..=Dictate, dictator, dictation ; with *in*, on) indicate, indicative, index ; (with *inter*, between) interdict, interdictory; (with *vercus*, true) verdict ; (through It.) ditto (= the said).
Dies, a day. diurnus, daily....Diary, diurnal, diet, (an assembly) ; meridian (from *meredies*, mid-day). Through Fr. *jour*: Journal, journey, journeyman : adjourn, adjournment.
Divido (divis-um), I divide....Divide, division, divisior, dividend.
Do (dat-um), I give....Date (of place or time), with *ad*, to add, addition ; (with *con*) condition . (with *e* out) edit, editor, edition ; (with *trans*, across) tradition ; (through Fr.) treason, traitor.
Duco (duct-um), I lead or draw....Ductile, ductility ; (with *aqua*, water) aqueduct ; with *via*, a way) viaduct ; (with *con*) conduce, conduct, (the same word through Fr.) conduit ; (with *in*) induce, induction ; (with *intro*, within) introduce, introduction, introductory ; (with *pro* forth) produce, production, producible : (through Fr.) duke, ducat ; (the same word through It.) doge.
Esse, to be....Essence, essential.
Facies, (ficies in compounds), the face....Face, surface, superficial, facial, deface, preface, efface.
Facilis (ficilis in compounds), easy....Facile, difficult, facilitate, faculty.
Facio (fact-um), I make or do....Fact, faction, (the same word through Fr.) fashion , (with *ars*, *art-is*, an art) artifice ; (with *ad*) affect ; (with *bene*, well) benefice ; (with *con*) confection, (through Fr.) comfit ; with *de*, from) defect, deficient, defective : (with *per*, through or thoroughly) perfect, perfection. (The following have had their letters changed by passing through the ær. : Feat, defeat ; feature ; officer ; profit.)
Fero, I bear or carry....Fertile, fertility ; with *con*) confer, conference ; (with, *de* down) defer. deference, deferential ; (with *dis*, apart) differ, different, difference ; (with *in*, not) indifferent ; with *ob*, against) offer, offering, offertory ; (with *pro*, forth, or in front) proffer ; with *re*, back) refer, reference ; (with *sub*, undes) sufferance ; (with *trans*, across) transfer transference ; (with *lux*, *luc-is*, light) lucifer ; (with *vox*, *voc-is*, a voice) vociferate.
Fides, faith....Fidelity, infidel.
Fido, I trust....Confide, fiduciary.
Fortis, strong....Fortify, fort, fortress, comfort, comfortable, effort.
Frango, (fract-um), Iibrnak....Fragile, (the same word through Fr.) frail ; fraction, fractional, fracture ; (with *re*, back) refractory ; (with *in*, not, and *re*) irrefragable : through Fr.) osprey (from *os*, *oss-is*, a bone, *ossifraga*, a bone breaker) ; (with *saxum*, a stone) saxifrage.
Fugio (fugit-um) I flee....Fugutive, refuge, refugee, subterfuge.
Gradior, (gressus), I step or go : gradus, a step....Grade, gradual, gradient, graduate ; (with *ad* to) aggress, aggression, aggressor ; (with *con*) congress ; (with *de*, down) degrade : (through Fr.) degree ; (with *in*) ingredient ingress ; (with *dis*, apart) digression ; (with *retro*, back) retrograde ; (with *trans*, across) transgress.
Habeo (habit-um), I have ; I dwell....Habit, inhabit, habiliment, habitat, cohabit.
Hæreo (hæs-um), I stick....Adhere, adhesion, adherence, cohere, cohesion, coherence,

Hostis, an enemy....Hostile, hostility, host (an army).
Insula, an island....Insular, insulate, peninsula.
Jacio (jact-um), I throw; jaculor, I hurl....(With *ab*, away) abject; (with *ad*) adjective; (with *con*) conjectur ; (with *de*, down) dejected, dejection; (with *inter*, between) interjection; (with *ob*, against) object, objective, objection; (with *pro*, forth) project, projectile; (with *e*, out) eject and ejaculate; (through Fr.) jetty.
Jungo (junct-um), I join....Juncture, (same word through Fr.) jointure; junction, adjunct; conjunction, (through Fr. *joindre*) conjoin; (with *sub*, under) subjunctive. Through Fr.: Joiner, joint, enjoin, disjoin; rejoinder.
Lego (lect-um), I gather or read....Legend (=something to be read), legible, legibility; lecture, lecturer; (with *con*) collect, collection; (with *ē*, out of) e igible, elect, election; (with *inter*, between) intelligible, intellect, intellectual; (with *re* and *con*) recollect, recollection; (with *se*, apart) select, selection.
Lex (leg-is), law....Legal, illegal, legislate, legitimate, legitimist.
Liber (libr-i), free....Liberty, liberate, liberality.
Limes (limit-is), a boundary....Limit, limitation, illimitable, unlimited.
Ludo (lus-um), I play....Illusion, illusory, delude, delusion, elude, ludicrous.
Manus, a hand....Manual; (with *a*, from or by) amanuensis; (with *bis*, twice) bimanous; (with *quatuor*, four) quadrumanous; (with *facio*, I make) manufacture; (through Fr.) manage, maintain (from *maintenir*); manœuvre (*œuvre*, a work), manure.
Medius, the middle....Medium, mediate, immediate, mediator, intermediate.
Merx (merc-is), merchandise....Commerce, mercantile, mercer, merchant (through the French).
Migro (migrat-um), I wander....Migrate, migratory, emigrate, emigration, immigration, transmigration.
Mirus, wonderful....Admire, admiration, miracle, miraculous.
Mitto (miss-um), I send....Mission, missionary; admit, admission; commit, committee, committal, commission, commissioner; (with *per*, through) permit, permission; (with *re*, back) remit, remittance, remission; (with *ob*, away) omit, omission; (with *sub*, under) submit, submission. Through Fr.: Mass; message, messenger. (The *n* is intrusive or inorganic—like the *n* in nightingale, porringer—from porridge, passenger, etc. In the fourteenth century, *messager* and *passager* were always written.)
Mors (mort-is), death....Mortal, immortal, mortuary, mortify, mortmain (from *manus*).
Moveo (mot-um), I move....Motion, remove, remote, commotion, motor motive movable, movement.
Nascor (nat-us), I am born....Nascent; natal, native, nation, national, nature, natural; (with *con*) cognate; (with *in*, in) innate; (with *præter*, beyond) preternatural. Through Fr.: Renaissance.
Navis, a ship....Naval, navigate, navigable, navy, navvy.
Omnis, all....Omnipotent, omnipresent, omniscient, omnivorous, omnibus.
Os (or-is), the mouth; oro (orat-um), I pray....Oral; oration, (the same word through Fr.) orison; orator, oratory; orifice; adore; (with *in*, not, and *ex*, out of) inexorable, (with *p r*, thoroughly) peroration, etc.
Paro (parat-um), I make ready....Prepare, repair (restore), reparation.
Partior, I divide; pars (part-is), a share....Part, partner, parse, partial particular; particle (from *particula*, a little part), (the same word in Fr. form) parcel; (with *de*, away or from) depart, departure.
Pasco (past-um), I feed....Pastor, pasture, repast.
Pater (patr-is), a father.....Paternal, patriot, patriotism, copatriot, re patriate.
Pax (pac-is), peace....Pacify, pacific.
Pello (puls-um), I drive....Compel, compulsion, repel, dispel, propel, re pellent, impel, impulsive, repulse.
Pende, I hang....Pendent, depend, dependent, dependant, independent suspend, append, appendix.

Pendo (pens-um), I make to hang or weigh....Pensive, pension; compensate, compensation; (with *dis*, apart) dispense, dispensary; (with *ex*, out) expend, expense, expensive; (with *stips*, a gift) stipend, stipendiary; (with *ad*, to) appendix. Through Fr.: Avoirdupois; equipoise.

Pene, almost....Peninsula, penultimate, penumbra.

Pes (ped-is), the foot....Pedal, pediment (in architecture); (with *bis*, twice) biped; (with *centum*, a hundred) centipede; (with *ex*, out of) expedite, expedient; (with *in*, in) impediment.

Plaudo (plaus-um), I clap the hands....Plaudits; plausible; applaud; (with *ex*, out) explode, explosive, explosion.

Plico (plicat-um or plicit-um), I fold....Ply, pliant, pliable, apply, comply, reply, imply, implicate, complicate.

Pono (posit-um), I put or place....Post, pose; compose, composure, composite, compositor, composition; (with *de*, down) depone, deponent, deposit, deposition; expose, exposition; (with *re*, back) repose; (with *sub*, under) suppose, supposition. Through Fr.: Depot (a short form of deposit): provost (from *præpositus*, set over).

Populus, the people.....Popular, populace, population, depopulate, unpopular.

Porto (portat-um), I carry....Portable, portage, deport, comport, import, important, importance, deportment.

Posse, to be able....Possible, impossible.

Prehendo (prehens-um or prens-um), I seize....Apprehend, apprehension, comprehend, comprehension; reprehend. Through Fr. *prendre*, *pris*: Prize; prison; apprise; enterprise; reprisals; surprise.

Premo (press-um), I press....Print, impress, compress, repress, depress, imprimatur.

Primus (French, premier), first....Prime, primer, Premier (Prime Minister).

Probo (probat-um), I prove....Probe, prove, proof, probation, provable, probable, approve, approbation, disprove.

Quæro (quæsit-um), I seek.....Query, question; (with *ad*, to) acquire, acquisitive, acquisition; (with *ex*, out) exquisite; (with *in*, into) inquire, inquisitive, inquisition; (with *re*, back) require, requisite, requisition. Through Fr.: Conquer, conqueror, conquest (O. Fr. *conquest*).

Quatuor, four; quadra, a square....Quadrant, quadratic; (with *manus*, the hand) quadrumanous; (with *pes*, *ped-is*, the foot) quadruped, quart, quarter, quarters. Through Fr.: Quadrille, quarantine (from *quarante*, forty)

Rego (rect-um), I rule; regula, a rule....Regal, regimen, regent, regulation, rector, rectory; (with *con*) correct, corrective, correction; (with *dis*, apart) direct, director, direction; (with *in*, not, and *con*) incorrigible; register (a correct list). Through Fr.: Royal (the Fr. form of *royal*, as *loyal* is of *legal*); reign; (with *vice*, in the room of) viceroy.

Rogo (rogat-um), I ask....Surrogate, interrogate, interrogation, arrogate, derogate.

Rota, a wheel; rotundus, round.....Rote, rotate, rotation; rotunda, Through Fr.: Round; routine. route.

Rumpo (rupt-um), I break....Corrupt, disrupt, irruption, rupture.

Salio (salt-um), I leap....Assault; (with *ex*, out) exult; (with *in*, upon) insult; (with *re*) result; salmon (= the leaper).

Sace (sacr-i), sacred....Sacred, sacerdotal, sacrament, sacrifice, sacrilege, consecrate, desecrate.

Satis, enough....Satisfy, satiate, satisfaction, satiety, insatiate.

Scio (scit-um), I know....Science, scientific, conscious, conscience.

Scribo (script-um), I write....Scribe, scribble; scrip (the *written* document for a share in a company); (with *ad*, to) ascribe, ascription; conscript, conscription; describe, descriptive, description; (with *non*, not) nondescript; (with *præ*, before) prescribe, prescription. Through Fr.: Escritoire (a writing-desk).

Seco (sect-um), I cut....Sect, section, sectary, sectarian; segment; (with *bis*, twice) bisect; (with *dis*, apart) dissect, dissection; (with *in*, into) insect; (with *inter*, between) intersect.

Sentio (sens-um), I feel or think....Sense, sensible, sensation, sensitive; sentence, sententious; (with *ad*) assent; (with *dis*) dissent, dissention; (with *non*, not) nonsense, nonsensical; (with *præ*, before) presentiment; (with *re*, back) resentment.

Servo (servat-um), I keep....Serve, service, reserve, conserve, preserve, deserve, desert (reward).

Signo, I sign or seal; **signum**, a sign....Sign, signal, signature, signify, significant, signification; ensign; assign; consign, consignment; design; resign (= to give back the seal of office).

Similis, like; **simulo**, I pretend to be like....Similar, simile, similitude; simulate, simulation, (with *ad*) assimilate. Through Fr. *sembler*: (With *ad*) assemble; dissemble; resemble. The *b* is a cushion between the two liquids *m* and *l*. (Compare *chamber*, from *camera*.)

Simplex, simple....Simplify, simpleton, simplicity.

Sisto, I stop....Assist, consist, desist, insist, resist, subsist, resistance, subsistence.

Socius, a companion....Society, social, associate, dissociate, sociology.

Solus, alone....Solitary, sole, soliloquy, solitude, solo.

Solvo (solut-um), I loose, or free....Solvent, solution, dissolve, resolve, absolve.

Specio (spect-um), I see; **specto**, I look at; **speculor** (specul-atus), I watch ....Spectacle, spectacles; spectre, spectral; (with *ad*) aspect; (with *circum*, about) circumspect, circumspection; conspicuous; respect; (with *re*, again) respire, respiration.

Sto (stat-um), I stand....Stand, station, status, stable, unstable, stability, constable, establish, instate, reinstate.

Struo (struct-um), I build....Structure; construe, construct, construction; instruct, instructor, instruction: (through Fr.) instrument.

Super, above....Superior, superiority.

Terra, the earth....Terrene; terrestrial; territory; (with *aqua*, water) terraqueous: (with *media*, middle) Mediterranean; (with *in*, in) inter, interment; (with *sub*) subterranean; and (through Fr.) terrace (a raised level of earth), and terrier (a dog that follows game underground).

Tendo (tens-um and tent-um), I stretch....Intend, intention, contend, distend, distension, pretend, pretence, pretension, contention, tent.

Teneo (tent-um), I hold....Contain, content, intent, retain, de ain, sustain, pertain, attain, attention, retention, tenure, tenable, tenor, tenet, tenement, tenant, tenon.

Torqueo (tors-i, tort-um), I twist....Torment, torture, torsion, tort, contortion, contortionist.

Traho (tract-um), I draw....Abstract, attract, contract, detract, retract, subtract.

Umbra, a shade....Umbrage (= offence, from a shade gathering over the brow); umbrageous; umbrella (a small shade).

Unda, a wave....Undulate, undulatory; inundate; redundant. Through Fr.: Abound (= to flow over the banks).

Unus, one....Union, unite, reunite, reunion, unify, unification, triune, disunite, disunion.

Utor (us-us), I use....Use, usage, usury (money paid for the *use* of money); utensil, utility; abuse; (with *per*, through) peruse.

Vado (vas-um), I go....Invade, invasion, evade.

Valeo, I am strong or well; **validus**, strong....Valid, valor, valiant, value; (with *in*, not) invalid, invalidate; (with *ad*, to) avail; (with *præ*, over) prevail; (with *æquus*, equal) equivalent.

Venio (vent-um), I come....Advent, adventure; (with *circum*, around) circumvent, circumvention; convene, convent, convention, conventional, conventicle, convenient; (with *e*, out) event; (with *in*, upon) invent, invention, inventory; prevent, prevention; revenue (what comes *back* to the state); (with *super*, over) supervene. Through Fr.: Avenue; covenant.

Verto (versum), I turn....Convert, conversion, invert, revert, divert, avert, version, controvert.

Vetus (veter-is), old....Veteran, inveterate.

Via, a way....Viaduct (from *duco, duct-um,* I lead); (with *de,* from) deviate; (with *in,* not, and *per,* through) impervious; (with *ob,* against) obviate, obvious; (with *præ,* before) previous; (with *tres,* three) trivial (= the kind of talk found where three ways meet). Through Fr.: Convoy; invoice.

Videc (vis-um), I see; viso, I visit....Visor, vision, visit, visage, visible; evident; (with *pro,* before) provide, provident (contracted into *prudent*), providence, provision; (with *in,* not) improvident, improvidence; revise, revision; (with *super,* over) supervise, supervision. Through Fr. *voir,* to see, and *vue,* a sight: View, *vis-à-vis;* (with *in,* against) nvy; interview; review; vidette (a cavalry sentinel); survey, surveyor.

Vinco (vict-um), I bind....Convince, convict, province, invincible, vinculum, evict, victor, victory.

Vivo (vict-um), I live....Revive, survive, vivacious, vivid, vivify, vivisection, viviparous.

Voco (vocat-um), I call; vox (voc-is), a voice....Vocal, vocation, vocative, vocalist, vocabulary, vociferate; advocate, advocacy; (with *æquus,* equal) equivocal, equivocation; invoke; revoke; convoke; convocation; (with *pro,* in front) provoke, provocation. Through Fr.: Vowel; vouch, vouchsafe (to warrant safe by a promise).

APPENDIX C.

HINTS AND RULES FOR READING.

PRONUNCIATION.

We read aloud to be heard and we read aloud to be understood. The first object is accomplished by a mechanical effort; the second by a mechanical and an intellectual effort. We do not make ourselves heard by loudness of voice—although that may be necessary before a large number of people—but by the correct and complete pronunciation of each word; and if we wish to make the matter we read clearly understood and felt by our hearers, we must add to the mechanical effort of the voice its various modulations or changes.

Correct pronunciation means more than correct accentuation. By correct accentuation is meant that in pronouncing words of more than one syllable we give prominence to one syllable over another. Thus when we utter the word *monotonous,* we give more force or weight to the voice on the syllable *ot* than on any of the other syllables, and if we placed the force on the third "*o*" and pronounced it *monotŏnous* it would be wrongly accented. Speakers and readers frequently omit some of the sounds, and are apt to pronounce *monotonous* as if it were *monot'nous.* This of course is defective pronunciation; and although it is the defect that constantly marks incorrect reading or speaking, its avoidance is of the first importance if we aim to be *heard,* that is, if every word uttered is to be understood.

The first rule then to be observed in the practice of reading is *to sound distinctly and correctly every letter the sound of which goes to make up the whole word.*

Now in practice the careless reader neglects the unaccented syllables and the final letters of words. Thus in the word *general,* the syllable which takes the primary or leading accent is *ger, al* takes a lesser or secondary accent, and *er* takes the least accent; and this is the syllable which is either omitted or slurred over. Again, in the words *straitest sect,* the *st* of the one and the final *t* of the other are omitted, and the words are pronounced *strait-ĕ-sec.* Systematic and regular drill is necessary to establish habits of perfect utterance. This drill embraces exercises in breathing, articulation, or the sounding of consonants and vowels distinctly and correctly, and vocal exercises to give force and purity to the voice.

THE BREATH.

The breathing exercises are various (see Lewis' "How to Read"), but however varied the exercises, the method is simple. The breath may be inhaled through the mouth, but the best method is to inhale through the nostrils and exhale thrugh the mouth, and in every act of inhalation the base of the lungs should be filled, first, by raising the abdomen It is also a good practice to pronounce a series of words and breathe alternately, or to count, say, from one to four, five to eight, etc., and breathe alternately. Frequent and regular breathing during the action of speaking is indispensable to good delivery, and the above practice fosters the habit of regular breathing.

ARTICULATION.

Distinct reading depends upon finished art'culation. In pronouncing a word we unconsciously pronounce each letter forming the word. Two actions are indispensable to this effort: the organs of speech must be brought into contact and then separated. These actions must be prompt and complete. The success of this exercise depends upon a knowledge of the *sounds* of l tters, hence pupils should be made familiar with all the sounds of the letters as they occur in words. (See "How to Read.") During a reading exercise phonic drill should always be given. Each pupil and all the class should sound the letters used in selected words. An eminent elocutionist recommends the following practice:—

"Begin at the end of a line, sentence, or paragraph, so as to prevent the possibility of reading negligently; then, (1) articulate every *element* in every word, separately and very distinctly, throughout the line or sentence; (2) enunciate every *syllable* of each word throughout the l ne or sentence clearly and exactly; (3) pronounce every *word* in the same style; (4) read the *line* or *sentence*, from the beginning, forward, with strict att ntion to the manner of pronouncing every word; (5) read the whole line or sentence with an easy, fluent enunciation, paying attention to the expression of the meaning, but without losing correctness in the style of the pronunciation. This is apparently a merely mechanical drill, but its effects are strikingly beneficial in a very short time. The habits of classes of young readers have thus been, in some instances, effectually changed, within a very few weeks, from slovenliness and indistinctness, to perfect precision and propriety, united to fluency and freedom of style." *

THE VOICE AND THE EAR.

The modulations of the voice give meaning and expression to words, and these modulations can be acquired only by systematic drill. The ear distinguishes these variations, and is quickened in its perceptions by the drill.

Pitch.—A knowledge of music is not necessary to expressive reading, but musical culture develops voice power and quickens the acuteness of the ear, and the student of reading should be able to distinguish the notes of one octave in music. The speaking voice changes in pitch, and to acquire facility in modulation pupils should be exercised to read passages in succession on each note of the gamut. ("How to Read," p. 44.)

Inflection.—Inflection differs from pitch, as it is not a step, but a slide from one note to another. Every word we speak is thus inflected; the voice sliding up, or down, or combining the two slides in circumflex form. Thus when we ask the following two questions these slides naturally distinguish our questions:—

"Is it cold or warm' to-day?

The voice on *cold* slides upwards, and on *warm* it slides downwards. Pupils should be practised on each of these slides. When the ear fails to perceive the inflection, questions and answers similar to the following will aid the pupil:—

Did he say yes' or no'?
He said yes', not no'.
Do you ride' or walk'?
I walk', I do not ride'.

* "*The Cultivation of the Voice in Elocution*," by *J. E. Murdoch and William Russell.*

The drill is simple. Take each of the vowels in succession and let the voice slide first up on a series, then down, as

a′ e′ i′ o′ u′ ; a e‵ i‵ o‵ u‵.

APPLICATION OF PITCH AND INFLECTION.

1. *Pitch.*—Generally there are three leading modulations of the speaking voice—low, middle, and high. The low is the appropriate pitch for grave or solemn subjects; the middle is the pitch for conversation free from strong emotion and for didactic compositions; the high is the pitch demanded for light or exciting compositions. The last is also the natural expression of alarm, of pain, of sudden terror, of great rage, and of acute grief and fear. These modulations, however, cannot be distinctly marked and graded. There are countless shades of difference which give great expression to thought and feeling, but which can only be distinguished by the cultured ear. The practice of reading passages as suggested above, in every variety of pitch, will aid this culture. Principal and subordinate sentences and phrases should be carefully distinguished by a slight change of pitch. Generally a principal sentence is read higher than a subordi ate sentence, and qualifying phrases or parenthetical clauses like subordinate sentences are read a slight degree lower than the principal members.

2. *Inflection.*—The principles of inflection are simple and natural. The rising inflection marks the termination of words or sentences incomplete in themselves and referring to words or sentences that follow. All appeals which expect attention, or involve inquiry, or ask questions that can be answered by *yes* or *no*, the asker being uncertain of the answer, take the rising inflection. Any question put in the form of an appeal takes the rising inflection, even if the questioner knows what the answer ought to be. Questions that cannot be answered by "*yes*" or "*no*," and which begin with an adverb or a pronoun, end with the falling inflection, and questions that can be answered by "*yes*" or "*no*," and the questioner knows and expects without appeal which it shall be, take a falling inflection. Such questions are either assertive or imperative in spirit although interrogative in form. All imperative sentences, all expressions complete in themselves and not dependent on sentences or words that follow, all words of passionate or great emphasis, take the falling inflection. Let the reader be careful to give a falling inflection at the end of a stanza unless otherwise directed by any of the above principles.

RHETORICAL PAUSES.

Never fail to pause where the grammatical punctuation occurs. In these "Readers" the wide spaces indicate the places for pausing. Generally the principles for pausing depend upon the grammatical forms of the sentences. These forms express varieties of thought, the attributes of subjects and objects, and the modifications of actions. Hence the following rules will always be a sufficient guide for marking the rhetorical pauses:—

Pause after: (1) The nominative when it is emphatic or qualified by complements; (2) Words in apposition; (3) Completion of the predicate when followed by extensions; (4) Each extension when consisting of several words; (5) The objective phrase, or extension of predicate when it is inverted.

Pause before: (1) The infinitive mood; (2) Prepositions when governing phrases; (3) Every new sentence.

Pause between words where a clear ellipsis occurs.

Pauses have also the best effect before and after any very impressive or important word or expression which demands attention or is impassioned in character.

EMPHASIS.

When we speak a word in a sentence with greater force than the other words we give it emphasis. Thus emphasis is similar in sentences to accent in words. Bad readers either emphasize too many words or the wrong word. To select the proper word for emphasis we must first ascertain the full meaning of the whole passage; we must next find the word or words which give a special or particular meaning to the passage. Emphasizing such words gives the clearest and most satisfactory meaning to the sentence, and emphasizing any other word will either darken or change the meaning. Thus in the third verse of "The Burial of Sir John Moore:" (p. 274), the poet means to show that he was buried like a *warrior* in his military dress. Hence the emphatic words in the first two lines are *coffin*, *sheet*, and *shroud*, and in the next two lines *warrior* and *martial cloak*. The first three words are emphatic by contrast with the last three, and the word of all these that at once explains the manner of his burial and that takes the strongest emphasis is *warrior*. Now transfer the emphasis from these words and give it to *useless*, or *lies*, or *breast*, or *him*, etc., and the whole sense is changed and the grand idea destroyed. Hence to investigate a passage in order to find its emphatic word or words is to investigate its entire meaning, and is commended as an admirable exercise for the pupils.

TIME.

We must read fast or slow, according to the nature of the composition. If we read fast we must take care that every word is perfectly uttered, that every letter used in each word is distinctly and correctly sounded. Hence it is a good exercise occasionally to read very fast, but with finished correctness. If we read slowly we must not drag the words along. Slow reading must not be dull or heavy; it must be animated, and often marked by greater force than fast reading. Light gay, and happy thoughts are read faster than deep emotions expressive of solemnity or awe. The "Highland Gathering" must be read fast; the "Psalm of Life" slow. Sentences and parts of sentences vary their time, for uniformity in reading is wearisome. Thus in "The Burial of Sir John Moore," the first verse expresses hurry, and is read faster than the last, which expresses a lingering over the grave. Subordinate sentences and phrases are read faster than the principal ones. Parenthetical clauses, if more important than the principal, are read slower—if less important, faster. Similes are read faster or slower according to their nature, not their value, than the literal parts. Slow reading is accomplished by prolonging the quantity or sound of long vowels and liquids when that can be done without a disagreeable dragging of the words. Sometimes a slight tremor thrown into a word will prolong it and give it the necessary force.

EXPRESSION.

It has been suggested that passages must be investigated to find the emphatic parts. But this should be the rule for reading any passage and for all the purposes of expression. What is the main object of the composition? Is there some great principle, truth, feeling, or other purpose to be brought out, and how is this done? Which are the sentences, which the words, that best fulfil these objects? And, finally, how, according to the principles of elocution, shall these thoughts, these feelings, these words, be spoken? In many instances—especially in the animated descriptions of history or in conceptions of poetry—the imagination must be awakened and excited so as to realize to the mind by its own efforts what the author has written. Thus, in reading "The Charge of the Light Brigade" the reader must try to picture the whole terrible scene, to enter into it, to charge forward, to attack, to retreat. Every effort of this kind strengthens the imaginative or poetical powers of the student, and gives stronger and truer expression to his reading. Rules are necessary to correct and guide, but without the feeling and the imagination to conceive and understand the passages we read, the rules are worthless and the reading will be useless and uninteresting.

WORDS OFTEN MISPRONOUNCED.

SOUNDS OF THE MARKED LETTERS.

ä as in arm	ō as in eat	ĭ as in ill	ū as in use
ā " ale	ŏ " end	ō " old	ŭ " up
ă " and	ī " ice	ŏ " on	o͝o " ooze

absolutory, ab-sol'u-to-rĭ, *not* ab-so-lu'to-rĭ.
acclimate, ak-klī'māt *not* ak klī-māt.
acoustics, a-kows'tiks, *not* a-kōōs'-tiks.
adjectival, ad'jek-tiv-al.
admirable, ad'mĭ-ra-bl, *not* ad-mī'ra-bl. So ad'mi-ra-bly.
aeronaut, a'ĕr-o-nawt, *not* a-ĕr'o-nawt.
aggrandize, ag'gran-dīz, *not* ag-gran'-dīz.
alabaster, ăl'a-bas-ter, *not* ăl-a-bas'ter.
albumen, al-bu'men, *not* al'bu-men.
aliment, ăl'ĭ-ment, *not* ăl'ĭ-ment.
ally (*noun and verb*) al-lī', *not* al'lī *nor* al'lī.
amateur, am-a-tur' or am-a-tūr', *not* am'a-tōōr.
amenable, a-me'na-bl, *not* a-men'a-bl.
amenity, a-men'ĭ-tĭ, *not* a-me'nĭ-tĭ.
antarctic, ant-ark'tik, *not* ant-ar'tik.
antipodes, an-tip'o-dēz, *not* an'tĭ-pōdz.
aphelion, a-fe'lĭ-on, *not* a-fēl'yon.
apparatus, ap-pa-rā'tus, *not* ap-pa-rā'tus.
apricot, a'prĭ-kot, *not* ap'rĭ-kot.
apron, a'purn.
Arabic, ăr'a-bik, *not* a-ra'bik.
area, a're-a, *not* a-re'a.
aroma, a-ro'ma, *not* ăr'o-ma.
assets, as'sets, *not* as-sets'.
asthma, ast'ma or az'ma.
bade, băd, *not* băd.
behemoth, be'he-moth, *not* be-he'-moth.
bitumen, bĭ-tu'men, *not* bit'u-men.
brethren, breth'ren, *not* breth'er-en.
calf, kăf, not kyăf.
caloric, ka-lŏr'ik or ka-lŏ'rik, *not* kăl'o-rik.
camelopard, ka-mel'o-pard, *not* kam-el-lep'ard.
canine, ka-nīn', *not* ka'nīn.
caret, ka'ret, *not* kăr'et.
carry, kăr'rĭ, *not* kĕr'rĭ.
casualty, kazk'u-al-tĭ, *not* kazh-u-al'-ĭ-tĭ.
cerements, sēr'ments, *not* sĕr'e-ments.
chagrin, sha-grēn' or sha-grĭn'.
chamois, sham'ĭ.
chloride, klo'rīd, *not* klo'rĭd.
chlorine, klo'rīn, *not* klo'rĭn'
cinchona, sin-ko'na, *not* sin-cho'na.
coliseum, kol-i-se'um, *not* kol-iz'e-um.
combative, kom ba-tiv or kum ba-tiv, *not* kom-ba'tiv. So com'bat-ive-ness.
communist, kom'mu-nist, *not* kom-mun'ist.
comparable, kom'pa-ra-bl, *not* kom-pār'a-bl.
concentrate, kon-sen'trāt.
confidant, kon-fĭ-dant', *not* kon'fĭ-dant.
conjure (*to practise magic*), kun'jur, *not* kon'jur.
conqueror, kong'ker-er, *not* kongk'rer
consummate (*adj.*), kon-sum'māt, *not* kon'sum-māt.
contro-vert, kon'tro-vert, *not* kon-tro-vert'.
conversant, kon'ver-sant, *not* kon-ver'sant.

coral, kor'al, *not* ko'ral.
corollary, kor'ol-la-rĭ, *not* ko-rol'la-rĭ.
cucumber, ku'kum-ber, *not* kow'kum-ber.
cupola, ku'po-la, *not* ku'pa-lo.
decade, dek'ād, *not* dek-ād'.
deficit, def'ĭ-sit, *not* de-fis'it.
demonstrator, dem'on-stra-tur.
destine, des'tĭn, *not* des'tīn.
desultory, des'ul-to-rĭ, *not* de-zult'-o-rĭ.
digression, dĭ-gresh'un, *not* dĭ-gresh'-un.
dimension, dĭ-men'shun, *not* dĭ-men'-shun.
Diphtheria, dif-the'rĭ-a, *not* dip-the'-rĭ-a.
discourteous, dis-kurt'e-us, *not* dis-kōrt'e-us.
disputant, dis'pu-tant, *not* dis-pu'-tant.
dissemble, dis-sem'bl, *not* diz-zem'bl.
distich, dis'tik, *not* do'sĭl.
domicile, dom'ĭ-sĭl, *not* dom'ĭ-sīl.
dross, drōs, *not* drōss.
ductile, duk'tĭl, *not* duk'tīl.
eclat, ā-klä' or e-klä', *not* e-klaw'.
educate, ed'u-kāt, *not* ed'ĭ-kāt. So ed-u-ca'tion.
Elysium, e-lizh'ĭ-um, *not* e-liz'ĭ-um.
enervate, e-ner'vāt, *not* en'er-vāt.
epistle, e-pis'l, *not* e-pis'tl.
equation, e-kwa'shun, *not* e-kwa'-zhun.
equinox, e'kwĭ-noks, *not* ek'wĭ-noks. So e-qui-noc'tial.
erasure, e-rā'zhur, *not* e-rā'shur.
evasive, e-va'siv, *not* e-va'ziv.
exclusive, eks-clu'sĭv, *not* eks-clu'zĭv.
exemplary, egz'em-pla-rĭ, *not* egz-em'pla-rĭ.
exonerate, egz-on'er-āt, *not* eks-on'-er-āt.
explicable, eks'plĭ-ka-bl, *not* ex-plik'-a-bl.
extol, eks-tōl', *not* eks-tōl'.
fabric, făb'rik, *not* fā'brik.
facile, fas'ĭl, *not* fas'īl.
falcon, faw'kn, *not* făl'kn. So fal'-con-er.
favorite, fa'vor-it, *not* fa'vor-ĭt.
fecund, fek'und, *not* fe'kund.
fidelity, fi-del'ĭ-tĭ, *not* fī-del'ĭ-tĭ.
figure, fig'yur, *not* fig'ur. So fig'ured.
fortress, for'tres, *not* fōrt'res.
friends, frendz, *not* frenz.
genuine, jen'ū-in, *not* jen'ū-īn.
gerund, jĕr'und, *not* je'rund.
glacier, glas'ĭ-er, *not* gla'sēr.
government, guv'ern-ment, *not* guv'-er-munt.
herbaceous, her-ba'shus, *not* her-ba'-se-us.
heroism, hĕr'o-izm, *not* he'ro-izm.
hostage, hŏs'tāj, *not* hōs'tāj.
hydropathy, hi-drop'a-thĭ, *not* hi'-drō-path-ĭ. So hy-drop a-thist.
hymeneal, hi-me-ne'al, *not* hi-me'ne-al.
immediate, im-me'dĭ-āt, *not* im-me'-jāt.
impotence, im'po-tence, *not* im-po'-tence. So im'po-tent.
indisputable, in-dis'pu-ta-bl, *not* in-dis-pu'ta-bl.
inspiratory, in-spīr'a-to-rĭ or in'spĭ-ra-to-rĭ.
integral, in'te-gral, *not* in-te'gral.
interest, in'ter-est, *not* in'trest, *nor* (*verb*) in-ter-est'.
interlocutor, in-ter-lok'u-tur, *not* in-ter-lo-ku'tur.
intestine, in-tes'tĭn, *not* in-tes'tīn.
inventory, in'ven-to-rĭ, *not* in-ven'to-rĭ.
isolate, iz'o-lāt or is'o-lāt, *not* ĭ'so-lāt. So is-o-la'tion.
jaundice, jän'dĭs, *not* jawn'dĭs.
jocose, jo-kōs', *not* jo-kōz'.
jugular, ju'gu-lar, *not* jug'u-lar
juvenile, ju've-nĭl, *not* ju've-nīl.
latent, lā'tent, *not* lāt'ent.
laundry, län'drĭ, *not* lawn'drĭ. So laun'dress.
legendary, lĕj'en-da-rĭ, *not* lē'jen-da-rĭ
licorice, lik'o-ris, *not* lik'er-ish.
lyceum, li-se'um, *not* lī'se-um.
machination, mak-ĭ-na'shun, *not* mach-ĭ-na'shun.
mandarin, man-da-rēn', *not* man'da-rĭn.
maritime, măr'ĭ-tĭm, *not* măr'ĭ-tīm.

masculine, mas'ku-lin, *not* mas'ku-lin.
massacred, mas'sa-kerd, *not* mas'sa-krēd.
matrix, ma'triks, *not* mat'riks.
mausoleum, maw-so-le'um, *not* maw-so'le-um.
medicine, med'i-sin, *not* med'sun.
memory, mem'o-ri, *not* mem'ri.
miasma, mī-az'ma, *not* me-az'ma.
mineralogy, min-er-ăl'o-jĭ, *not* min-er-ol'o-jĭ.
miraculous, mĭ-rak'u-lus, *not* mĭ-rak'-u-lus.
misconstrue, mis-kon'strōō, *not* mis-kon-strōō'.
molecule, mŏl'e-kūl, *not* mōl'kūl, *nor* mō'le-kūl.
monad, mon'ad, *not* mo'nad.
morphine, mor'fĭn, *not* mor'fēn.
multiplication, mul-tĭ-plĭ-ka'shun, *not* mul-tĭ-pĭ-ka'shun.
museum, mu-ze'um, *not* mu'ze-um.
national, nash'un-al, *not* na'shun-al. So na-tion-al'i-ty.
neighboring, na'bur-ing, *not* na'bring.
nephew, nev'yōō or nef'yōō.
neutral, nū'tral, *not* nōō'tral.
nuisance, nū'sance, *not* nōō'sance.
nuptial, nup'shal, *not* nup'chal.
nutriment, nū'trĭ-ment, *not* nōō'trĭ-ment.
objurgate, ob-jur'gāt, *not* ob'jur-gāt.
obsolete, ob'so-lēt, *not* ob-so-lēt'.
octavo, ok-tā'vo, *not* ok'ta-vo.
old, ōld, *not* ōl.
onerous, on'er-us, *not* o'ner-us.
opportunity, op-por-tū'nĭ-tĭ, *not* op-por-tōō'nĭ-tĭ.
orchestral, or'kes-tral, *not* or-kes'tral.
ordeal, or'de-al, *not* or-de'al.
Palestine, pal'es-tīn, *not* pal'es-tĭn.
palmy, păm'ĭ, *not* păm'ĭ, *nor* păl'mĭ.
parcel, par'sel, *not* par'sl.
participle, par'tĭ-sip-l, *not* part'sip-l.
patent, pat'ent, or pa'tent.
pathos, pa'thos, *not* păth'os.
pedestal, ped'es-tal, *not* pe-des'tal.
penance, pen'ance, *not* pe'nance.
peremptory, pĕr'em-to-rĭ, *not* pe-rem'to-rĭ.
perfume (*noun*), per'fūm, *not* per-fūm'.
perfume (*verb*) per-fūm', *not* per'fūm.
perhaps, per-haps', *not* praps *nor* pre-haps'.
phaeton, fa'e-ton, *not* fe'ton.
phonics, fon'iks, *not* fo'niks.
photographist, fo-tog'ra-fist, *not* fo'to-graf-ist. So pho-tog'ra-pher.
placable, pla'ka-bl, *not* plak'a-bl.
plebeian, ple-be'yan, *not* ple'be-an.
polonaise, pō-lo-nāz', *not* pōl-o-nāz'.
portent, por-tent', *not* pōr'tent.
portrait, pōr'trāt, *not* pōr'trāt. So por trait-ure.
potentate, po'ten-tāt, *not* pot'en-tāt.
prebend, preb'end, *not* pre'bend.
precedent (*adj.*), pre-sēd'ent, *not* pres'-e-dent; (*noun*) pres'e-dent, *not* pre-se'dent.
precise, pre-sīs', *not* pre-sīz'. So pre-cise'ly.
predecessor, pred-e-ses'sur, *not* pre'-de-ses'sur, *nor* pred'e-ses-sur.
prelate, prel'āt, *not* pre'lāt.
pretence, pre-tence', *not* pre'tence.
preventive, pre-ven'tiv, *not* pre-ven ta-tiv.
prism, prizm, *not* priz'um.
probity, prob'ĭ-tĭ, *not* prō'bĭ-tĭ.
process, pros'es, *not* pro'ses.
profuse, pro-fūs', *not* pro-fūz'.
progress (*noun*), prog'res, *not* pro'-gres; (*verb*), pro-gres', *not* prog'res.
project (*noun*), proj'ekt, *not* pro'jekt.
prolix, pro-liks', *not* pro'liks.
promulgate, pro-mul'gāt, *not* prom'-ul-gāt.
prophecy, prof'e-sĭ, *not* prof'e-sĭ.
prophesy (*verb*), prof'e-sĭ, *not* prof'esĭ.
prosperous, pros'per-us, *not* pros'prus.
psalmody, sal'mo-dĭ, *not* säm'o-dĭ.
pyramidal, pĭ-ram'ĭ-dal, *not* pĭr'a-mid-al.
quoin, kwoin, or koin.
quoit, kwoit, *not* kwāt.
quoth, kwōth, *not* kōth.
recourse, re-kōrce', *not* re'kōrce.
recreant, rek're-ant, *not* re'kre-ant.
recreate (*to give fresh life to*), rek're-āt, *not* re'kre-āt. So rec-re-a'tion.

regular, reg'u-ler, *not* reg'ler.
renew, re-nū', *not* re-nōō'.
reputable, rep'u-ta-bl, *not* re-pūt'a-bl.
research, re-serch', *not* re'serch.
reservoir, rez-er-vwor', *but commonly pronounced* rez'er-vwor.
respite (*noun and verb*), res'pīt, *not* res'pīt.
revocable, rev'o-ka-bl, *not* re-vo'ka-bl.
ridiculous, rī-dik'u-lus, *not* rī-dik'lus.
rinse, rīnse, *not* rĕnse.
risk, risk, *not* resk.
robust, ro-bust', *not* ro'bust.
route, rōōt or rowt.
saccharine, sak'a-rīn or sak'a-rīn.
sacrament, sak'ra-ment, *not* sā'kra-ment.
sacrilege, sak'rī-lĕj, *not* sa'krī-lij.
said, sed, *not* sād.
salient, sa'lī-ent, *not* sal'ī-ent.
salve, säv, *not* säv.
sandwich, sand'wich or sand'wij.
sanguine, sang'gwin, *not* san'gwin.
scallop, skol'lup, *not* skăl'lup.
schism, sizm, *not* siz'um.
secretary, sek're-ta-rī, *not* sek'ū-ta-rī.
seine, sēn, *not* sān (*a net*).
several, sev'er-al, *not* sev'rul.
sewer (*a drain*), su'er, *not* shore.
shrill, shril, *not* sril.
shrub, shrub, *not* srub.
simile, sim'ī-lē, *not* sim'īl.
sleek, slēk, *not* slik.
soft, soft, *not* sawft.
soiree, swä-rā' or swaw-rā', *not* swaw'-rā.
sojourn (*noun and verb*), so'jurn, *not* so-jurn'.
solemn, sol'em, *not* sol'um.
solstice, sōl'stis, *not* sōl'stis *nor* sol'-stīs.
sonnet, sŏn'net, *not* sun'net.
sonorous, so-no'rus, *not* son'o-rus.
student, stū'dent, *not* stōō'dent.
subtile (*thin or rare*), sub'til, *not* sub'-tīl.
summoned, sum'mund, *not* sum'-munzd.
swiftly, swift'lī, *not* swif'lī.
synod, sin'od, *not* sī'nod.
thanksgiving, thanks'giv-ing, *not* thanks-giv'ing.
three-legged, thrē-legd', *not* thrē-leg'-ged.
thyme, tīm, *not* thīm.
tiny, tī nī, *not* tē'ni *nor* tīn'ī.
tottering, tot'ter-ing, *not* tot'tring
tribune, trib'ūn, *not* trī'būn.
trivial, triv'ī-al, *not* triv'yal.
trophy, tro'fī, *not* trŏf'ī.
trow, trō, *not* trow.
tulip, tū'lip, *not* tōō'lip.
tumor, tū'mur, *not* tōō mur.
turbine, tur'bīn, *not* tur'bīn.
typhus, tī'fus, *not* ti'pus.
valuable, val'lu-a-bl, *not* val'yū-bl.
vehement, ve'he-ment, *not* ve-he'-ment. So ve'he-mence.
venial, ve'nī-al, *not* vēn yal.
vicinity, vī-sin'i-tī, *not* vī-sin'ī-tī.
violent, vi'o-lent, *not* voi'lent. So vi'o-lence.
viscount, vī'kownt, *not* vis'kownt.
visor, viz'ur, *not* vī'zur.
volatile, vol'a-tīl, *not* vol'a-til.
wan, wŏn, *not* wăn.
wept, wept, *not* wep.
window, win'do, *not* win'der.
worse, wurs, *not* wus.
worship, wur'ship, *not* wush'ip.
worst, wurst, *not* wust.
yellow, yel'lo, *not* yel'ler *nor* yăl'lo.
yesterday, yes'ter-dā, *not* yis'ter-dā
yourself, yōōr-self', *not* yĕr-self'.
zoology, zo-ol'-jī, *not* zōō-ol o-jī *nor* zōō'lo-jī.

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